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ABSTRACT

This publication is the first interim report from the Congressionally Mandated Study of Educational Growth and Opportunity (Prospects), and describes students' characteristics and the schools they attend. Prospects is designed to evaluate the short- and long-term consequences of Chapter 1 program participation by following for 5 years large national samples of public school children in three grade cohorts along with their parents, teachers, and principals. Part 1 focuses on students attending schools with high concentrations of poor children. Part 2 focuses on the characteristics of children who receive Chapter 1 services or other state or local compensatory education services. Part 3 describes students' educational environment by looking at the characteristics of the schools, the teachers who work there and their approaches to classroom instruction, the types of programs that were offered, and access to instructional materials. Part 4 includes a description of limited-English proficient students and the types of compensatory services they receive. Appendixes contain information on features of the overall research design, measurement approaches and survey instruments, information on test selection, and a list of work group members and consultants. (JB)

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Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity

The Interim Report

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Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity

The Interim Report

U.S. Department of Education

July, 1993

Prospects:
The Congressionally Mandated Study of Educational Growth and Opportunity

Interim Report

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This volume presents descriptive findings from the first two years of ***Prospects***: The Congressionally Mandated Study of Educational Growth and Opportunity, a six-year longitudinal evaluation of the impact of the Federal Chapter 1 program. ***Prospects*** collects annual survey and achievement data from nationally-representative samples of three student cohorts beginning in grades one, three, and seven. Additional data are collected each year from school principals, the students' current teachers, school records, and students' parents. The study is being carried out by Abt Associates Inc. and its subcontractors, Westat, Inc., the Educational Testing Service, and the Johns Hopkins University, under contract with the Office of Policy and Planning in the U.S. Department of Education.

This report includes an Introduction and four sections describing:

1. the characteristics and educational experiences observed for students attending schools with high vs. low concentrations of students from economically disadvantaged families;
2. the characteristics and school experiences of students receiving compensatory education services provided through Chapter 1 programs, students receiving services through state and local compensatory programs, and students who are not receiving compensatory education services;
3. comparisons of the types of educational services received by students in high-poverty vs. low-poverty schools;
4. the characteristics of and educational support services received by language minority and limited-English-proficient students.

This Interim Report is the first of two reports to Congress. A final report, focusing on long-term impacts of the Chapter 1 program, will be submitted in January of 1997.

The conduct of this study and the preparation of this report were sponsored by the U.S. Department of Education, Office of Policy and Planning, under Contract No. LC91029001 (Elois Scott, Project Officer). Any opinions, findings, conclusions, or recommendations expressed do not necessarily reflect the views of the U.S. Department of Education. Nor do the examples included herein imply judgment by the Department or the contractor as to their compliance with federal or other requirements.

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Executive Summary

The Chapter 1 program represents the largest federal investment in elementary and secondary education, intended to improve the education of children living in poor communities. Since 1965, Chapter 1 has grown to a program of more than $6 billion per year; more than 90 percent of all school districts nationwide receive some funding. To find out what this investment is yielding, Congress in 1988 mandated a "national longitudinal study of eligible children" to assess the program's effects on students' academic achievement and other measures of school success. This study (referred to as ***Prospects***: The Congressionally Mandated Study of Educational Opportunity and Growth) is designed to evaluate the short- and long-term consequences of program participation by following, for five years, large national samples of public school children in three grade cohorts, along with their parents, teachers, and principals. Baseline data were collected on third and seventh grade students in the Spring of 1991 and on first grade students in the Fall of 1991. The first follow-up data were collected in the spring of 1992 when students were completing the first, fourth, and eighth grades. (Throughout this report students are referred to by their cohort groups. Most of the data reported in this volume were collected in 1992 during the first follow-up.) The final report is due in 1997.

This report is the first interim report from ***Prospects***; it provides a description of students' characteristics and the schools they attend. Part 1 focuses on students attending schools with high concentrations of poor children. Part 2 focuses on the characteristics of children who receive Chapter 1 services or other state or local compensatory education services. Part 3 describes students' educational environment by looking at the characteristics of the schools, the teachers who work there and their approach to classroom instruction, the types of programs that were offered, and access to instructional materials. Part 4 includes a description of limited-English-proficient students and the types of compensatory services they receive.

The information presented in this report is descriptive and represents only a preliminary look at a portion of the ***Prospects*** data. A complete analysis of all of the data collected during the first two years of the project—including a description of compensatory educational services and a discussion of the complex relationships between child and family characteristics, student outcomes, and school interventions—will be the subject of subsequent ***Prospects*** reports.

Students in High-Poverty Schools

More than one out of eight children in the first- and third-grade cohorts attend schools where at least 75 percent of the children are eligible for National School Lunch Program (NSLP) free or reduced-price meals (schools with this concentration of eligible children are referred to in this report as "high-poverty" schools).

Concentration of Poverty. One-third of the first-grade cohort and about one-fourth of the third-grade cohort attend schools where at least 60 percent of the students are eligible for NSLP. The distribution of poor children is considerably different for students in the seventh-grade cohort: only 13 percent of these children are in schools where 60 percent or more of the students are eligible for free or reduced-price meals. This difference in distribution is probably due to two factors. First, middle schools generally receive students from a number of elementary schools. This normally has the effect of increasing the diversity of students attending middle or intermediate schools. Second, older students typically have a lower rate of participation in NSLP as they are often embarrassed to acknowledge needing assistance. Consequently, if a middle school has 50 percent or more of its students eligible for free and reduced-price lunch, it is extremely poor compared to other middle schools and may be comparable in terms of need to elementary schools that have 75 percent or more students eligible.

Background Characteristics. Black and Hispanic children are far more likely than white children to attend schools that have high concentrations of poor children. These minority children—who make up from 23 to 30 percent of students in the first-, third-, and seventh-grade cohorts—account for from 75 to 88 percent of students in high-poverty schools. While there are some high-poverty schools in rural areas, most tend to be located in urban areas.

The students in these high-poverty schools are more likely to live with a single parent, to have a total family income of under $10,000 per year, to be receiving welfare benefits, to have a parent who is unemployed, to have a parent who has failed to attain a high school education, or to have a parent whose native language is not English. Students attending schools with high concentrations of poverty also have a host of educational and/or developmental problems.

Furthermore, students in high-poverty schools are less likely to have access to educational resources at home, to read outside of school, or to make use of their public library. Older students in high-poverty schools also report watching more television on school days than students elsewhere.

Finally, despite the growing consensus about the importance of preschool education, it appears that children in high-poverty schools are less likely to have received the benefits of early education. Of the children who have attended preschool, those in schools with high concentrations of poverty are more likely to have participated in Head Start programs than are children in schools with low concentrations of poverty. However, their overall rates of preschool participation are still lower than those of students in low-poverty schools.

Student Achievement. ***Prospects*** data depict stark differences in academic achievement between students in high-poverty schools and those in low-poverty schools. Regardless of the grade level, there are large differences in reading and math scores between students in low- and high-poverty schools, especially in higher-order skills. On average, students in low-poverty schools score from 50 to 75 percent higher in reading and math than students in high-poverty schools. The average reading and mathematics achievement of *all* students in high-poverty schools is almost the same as that of *Chapter 1* students in low-poverty schools.

The relative annual gains made by students in low- and high-poverty schools are approximately the same, leaving the achievement gap between these students unchanged. This finding applies to students in both the third- and the seventh-grade cohorts.

In addition to standardized achievement test data, surveys of teachers, principals, and students, corroborate the finding of lower student achievement in high-poverty schools. Students in these schools are more likely than students in low-poverty schools to receive lower grades in reading/language arts, English, and math; to have been retained in grade at some time in their school career; to have higher rates of absenteeism and tardiness; and to have been suspended from school. The teachers of students in schools with high concentrations of poverty are also *less* likely to judge their students to have high "overall ability to perform in school," and are *more* likely to judge their students to be performing below grade level in reading and math.

In addition, teachers of students in high-poverty schools are more likely to report that their students have barriers that may affect their ability to perform in school, including health/hygiene problems and inadequate nutrition or rest. Teachers of third-grade students in schools with high concentrations of poverty are more likely than teachers in schools with less poverty to report that individual children cheat in school and engage in physical or verbal abuse of others. This pattern is different for the teachers of the seventh grade students, where no differences are found between the teachers' perceptions of students in high- and low-poverty schools.

Education in High-Poverty Schools

Not only are there differences in the characteristics of the students who attend low- and high-poverty schools, but there are also important differences in the schools they attend that may affect their educational growth.

Schools with large numbers of poor children tend to have substantially higher rates of student transfers. On average, about 34 percent of the students in high-poverty schools transfer to another school over the course of a year. This mobility may lead to serious gaps in their schooling and make teaching more difficult in classrooms where students are coming in at different times in the school year.

Students attending high-poverty schools tend to be in somewhat larger classes despite these schools' generally having more total staff per enrolled student. This situation probably reflects the use of Chapter 1 and other compensatory education funds to provide more instructional aides and other staff (English as a second language/bilingual teachers, special education teachers and aides, counselors, and psychologists), but not more regular classroom teachers.

The schools of high-poverty students also appear more likely to use compensatory education funds to purchase computers and instructional software, and students in high-poverty schools are generally more likely to receive instruction using computers. At the same time, teachers in high-poverty schools are more likely to report shortages of low-cost instructional materials such as pencils, paper, and notebooks. Schools in general tend to have about the same amount of regular classroom instruction in math or reading/language arts/English. Nor are there differences in the extent to which instruction is individualized (versus whole class). There is, however, a greater use of instructional aides in high-poverty schools, and students in these schools are more likely to receive direct instruction from the aides than do students in low-poverty schools.

There are essentially no differences between high- and low-poverty schools in terms of teacher certification and the extent to which instructional staff have obtained education beyond the baccalaureate degree. There are also no differences found in the number of years that staff have spent at their current school. There are, however, differences between high- and low-poverty schools with respect to the total number of

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years of experience. On average, math teachers in low-poverty schools have from 15 to 20 percent more teaching experience than math teachers in high-poverty schools.

Parents of students attending high-poverty schools tend to rate their child's school somewhat lower than the parents of students in low-poverty schools, and they are also more likely to have been contacted by the school regarding a problem with their child. Elementary school parents in high-poverty schools are less likely to be involved in a variety of school activities, including the PTA, school committees, or volunteer work in the school or classroom. Although most teachers report positive teacher-parent relationships, teachers of students in high-poverty schools are less likely to report that a cooperative relationship exists between the faculty and parents.

Students in high-poverty schools are also more likely to be taught using textbooks and basal readers, whereas students in low-poverty schools are more likely to be taught using literature or trade books, a difference which emphasizes the more enriched curriculum in low-poverty schools.

Chapter 1 Participants

The ***Prospects*** data document that children who receive additional assistance through Chapter 1 face serious learning gaps relative to their grade-level peers.

As with the comparison between students in high- and low-poverty schools, the ***Prospects*** data portray poor academic performance by Chapter 1 students as compared to nonparticipants. Program participants generally score in the lowest third of the achievement test distribution in both reading and math. In 1991 the average normal curve equivalent (NCE)[1] scores in reading and math were 36 and 37 respectively for Chapter 1 participants in the third-grade cohort. Average NCE scores for nonparticipating third graders, on the other hand, were 57 and 57 respectively. Furthermore, the achievement status of participants and nonparticipants remained relatively constant between 1991 and 1992. Consequently, the initial learning gap for Chapter 1 students did not change during their participation in compensatory education over the school year. This similar rate of annual educational growth between participants and nonparticipants overall remained constant after preliminary attempts to "adjust" the gain scores for pre-existing differences between the two groups of students. A comparison was also made between the adjusted achievement test scores of students receiving compensatory education and a matched group of nonparticipants. Students were matched on approximately 60 variables to control for socio-economic and prior achievement differences. No differences in gains on either norm-referenced or criterion-referenced adjusted scores were found.

Other measures of school performance show that Chapter 1 children are more likely to be retained in grade, to be absent from school, to be suspended, and to receive lower grades in reading/language arts/English and math. They are also more likely than nonparticipants to be judged poorly by their teachers on a wide range of educationally relevant dimensions. The students' classroom teachers are more likely to perceive Chapter 1 students as being less able to perform in school and as achieving below grade level in reading and math. Furthermore, Chapter 1 students are judged lower on various psychological factors (e.g., maturity, motivation to learn, desire to work hard, concern for doing well in school), affective characteristics (e.g., respect for authority, ability to get along with teachers), and measures of school behavior (e.g., ability and willingness to understand and follow classroom rules and instructions, ability to work independently or with other children, ability to concentrate for a sustained period of time, ability to complete seatwork or homework). Teachers are also *more* likely to report that Chapter 1 students have health or hygiene problems, or receive inadequate nutrition or rest.

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[1] The Final Report of the National Assessment of Chapter 1 used percentile scores to report student achievement. NCEs are used here, however, for comparability with other studies and across tests. Later ***Prospects*** reports will also include percentiles.

The Chapter 1 Program

Participation Rates. The Chapter 1 program (as well as state and local compensatory education programs) provides extra help in school to many needy children. Overall, almost half of low-achievers (students who score below the 35th percentile) in the first and fourth grades receive some form of compensatory education assistance in reading/language arts. Participation levels in the upper grades are considerably lower, however, with less than one-fourth of eighth-grade low-achievers receiving reading assistance.

Rates of participation in compensatory education services for math are generally much lower—about 23 percent of low-achievers in the first grade, 37 percent in the fourth grade, and 13 percent in the eighth grade receive extra help in math.

The rate of participation in Chapter 1 (and other compensatory education programs) rises substantially with increasing concentrations of school poverty, in accord with the program's design. For example, about two-thirds of the students in the first and fourth grades, and one-third of the students in the eighth-grade, receive compensatory education in reading/language arts in high-poverty schools. These rates are eight to nine times higher than the rate of participation observed in schools with low concentrations of poor students.

These findings notwithstanding, the data show that many children who need extra assistance are *not* being served by the existing compensatory education programs, particularly in the upper grades. Twenty-three percent of low-achievers in the first-grade cohort, 18 percent of low-achievers in the fourth-grade cohort, and about half of the low-achievers in the eighth-grade cohort do not have an available Chapter 1 program for reading/language arts in their school. Comparable figures for lack of math assistance are even higher (57 percent, 35 percent, and 65 percent, respectively).

Service Configuration. The Chapter 1 program gives schools considerable latitude in deciding how to provide assistance to disadvantaged students. The most prevalent procedure is to use pullout programs in both reading/language arts and math (i.e., programs that remove students from their regular classroom for special instruction). Students in high-poverty schools are more likely than those in low-poverty schools to receive compensatory education in their regular classroom, thereby reducing the likelihood of missed instruction during the pullout time.

Students in the seventh-grade cohort are less likely to attend schools where Chapter 1 is provided through a pullout program. Instead, the most prevalent procedure for students in both low- and high-poverty schools is to receive their instruction in the regular classroom. Other widely used practices in high poverty schools include add-on programs either during the school year or over the summer.

Teachers' Characteristics. Chapter 1 teachers are as likely as regular classroom teachers to have a permanent teaching certificate, but have, on average, more total years of teaching experience and are somewhat more likely to have obtained education beyond their baccalaureate degree. On average, Chapter 1 teachers receive about three days of in-service training per year. This amount is similar to that received by regular classroom instructional staff.

Limited-English-Proficient and Language-Minority Students

The ***Prospects*** study also examined the characteristics of students and the services they receive in schools with large numbers of limited English proficient (LEP) students, through a supplementary sample. The study defined language-minority (LM) children as children who come from families that speak another language at home and LEP children as language-minority children who need assistance to become proficient in English and are, therefore, eligible to receive services provided under a variety of language learning assistance programs.

Characteristics of LM/LEP students. Language-minority students make up 16 percent of the ***Prospects*** first-grade cohort, about 15 percent of the third-grade cohort, and 22 percent of the seventh-grade cohort. Students classified as LEP account for 7 percent of the first-grade cohort, 6 percent of the third-grade cohort, and about 3 percent of the seventh-grade cohort. In the elementary grades, about 40 percent of the language-minority children are also LEP and need language services. By the middle-school grades, the proportion of LEPs among language-minority children drops to about one-quarter.

The western region has about twice the national average percentage of language-minority and LEP students. Urban areas (central cities within standard metropolitan statistical areas) contain far higher proportions of language-minority and LEP students than other types of communities. For example, among the third-grade cohort, 30 percent of the students in urban communities have language-minority backgrounds, and about one in seven students is classified as LEP.

Over 40 percent of students in the first- and third-grade cohorts who are of Asian/Pacific Islander or Hispanic descent are LEP. Among the students in the third-grade cohort, over 20 percent of the Asian students, and 41 percent of the Hispanic students are LEP. The incidence of LEPs in the seventh-grade cohort is about 16 percent for Asian students, and remains at over 23 percent for students of Hispanic background. For the third-grade cohort, high-poverty schools have about four times the national rate for that student cohort. Conversely, proportions of LEP students in low-poverty schools are far below the national average.

Academic Achievement. Language-minority and LEP students are greatly overrepresented among the segment of the student population that scores below the 35th percentile on the Comprehensive Test of Basic Skills/4th Edition (CTBS/4). Among this low-achieving group of students, about 13 percent of the first-grade and third-grade cohorts and about 6 percent of the lowest-achievers in the seventh-grade cohort are also classified as LEP.

Provision of Services. The proportion of LEP students participating in Chapter 1 participants varies by grade. Roughly one-sixth of the children in the first- and third-grade cohorts who are receiving Chapter 1 services (either in conventional arrangements or schoolwide programs) are classified as LEP.

A major question is the extent to which LEP students receive language education assistance. The ***Prospects*** data show that LEP students receive language assistance from a variety of sources. For all three grade cohorts, state and local programs provide services to the largest proportion of LEP students. Most LEP students (ranging from 92 percent of first-grade cohort to 84 percent of seventh-grade cohort) are receiving some language services. However, the proportions of LEP students receiving services vary somewhat across schools with low, moderate, and high concentrations of LEP students. The lowest rate of language services (58 percent) is found for students in the seventh-grade cohort attending schools with less than 5 percent LEP students enrolled and the highest concentration (90 percent) is found in schools that have 25 percent or more LEP students enrolled.

Conclusion

The Chapter 1 program serves a great number of the children it was intended to help--children with educational needs located in schools with high concentrations of poverty. However, these schools still have many children who are in need of assistance but are not being served. Problems faced by schools with high concentrations of children who are in poverty are severe. They must meet the needs of a more diverse population many of whom require language assistance, as well as educating children who are viewed by their teachers as having multiple problems including health and nutritional needs and come from families who may not be able to provide the necessary educational supports. At the same time, these schools often lack many ordinary educational tools, such as a sufficient supply of paper and pencils. While the teaching staff are well qualified, the number of children in need often requires the services to be provided by teacher aides rather than trained teachers.

These compound problems may partially explain why students' test score results show that participation in Chapter 1 programs from the base year (1991) to the next (1992) did not reduce the educational gap between these children and their more advantaged peers. Nor were differences found in the test performance of similar children who did not benefit from Chapter 1 services. Future analyses will examine more closely the relationship between instructional practice and educational benefit as well as examine the extent to which Chapter 1 may benefit participants over the long-term.

Introduction

Prospects: The Congressionally Mandated Longitudinal Study of Educational Growth and Opportunity

The Chapter 1 Program

Funded at nearly $6 billion per year, the Chapter 1 (formerly Title I) program represents the single largest federal investment in elementary and secondary education. Since the passage of the Elementary and Secondary Education Act (ESEA) in 1965, over $70 billion has been distributed to local districts and schools. The distribution of Chapter 1 funds is especially broad, with more than 90 percent of districts nationwide currently receiving some amount of Chapter 1 funding. When Chapter 1 funding for state-administered programs is combined with grants to local education agencies, total Chapter 1 expenditures approach 50 percent of total federal outlays for elementary and secondary education.

Chapter 1 is simultaneously among the most and least evaluated social programs in history. It has been extensively evaluated in the sense that, from the inception of Title 1, local districts receiving funds have been required by law to conduct evaluations of their progress. Yet for a program on which more than $70 billion has been spent, very few systematic research projects have been conducted at the national level. Prior research on the effectiveness of Title I/Chapter 1 programs has found some positive, but generally modest, short-term effects on student achievement, but evidence for longer-term effects is lacking.[1]

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[1] See Kaestle, C. F. and Smith, M. S. 1982. "The Historical Context of the Federal Role in Education." *Harvard Educational Review*, 52, 383-408.

Study Mandate

Prospects is the first longitudinal study of Chapter 1 since the Sustaining Effects Study of the late 1970s. The ***Prospects*** study was developed in compliance with the following mandate from Section 1462 of the Hawkins-Stafford Amendments to the Elementary and Secondary Education Act, Public Law 100-297:

> (a) NATIONAL LONGITUDINAL STUDY.—The Secretary shall contract with a qualified organization or agency to conduct a national longitudinal study of eligible children participating in programs under this chapter. The study shall assess the impact of participation by such children in Chapter 1 programs until they are 18 years of age. The study shall compare educational achievement of those children with significant participation in Chapter 1 programs and comparable children who did not receive Chapter 1 services. Such study shall consider the correlations between participation in programs under this chapter and academic achievement, delinquency rates, truancy, school dropout rates, employment and earnings, and enrollment in postsecondary education. The study shall be conducted throughout the country in urban, rural, and suburban areas and shall be of sufficient size and scope to assess and evaluate the effects of the program in all regions of the nation.
>
> (b) FOLLOW-UP.—The agency or organization with which the Secretary has entered a contract under subsection (a) shall conduct a follow-up of the initial survey that shall include a periodic update on the participation and achievement of a representative group of children who participated in the initial study. Such follow-up shall evaluate the effects of participation until such children are 25 years of age.
>
> (c) REPORT.—A final report summarizing the findings of the study shall be submitted to the appropriate committees of the Congress not later than January 1, 1997; an interim report shall be so submitted not later than January 1, 1993.

Prospects meets a need that has been widely recognized and provides information that can be generalized nationally and can be used to inform policymakers and program managers at the federal level. It is designed to support comparisons of educational outcomes for Chapter 1 participants *not only* to similar types of disadvantaged students who do not receive Chapter 1 services *but also* to nationally representative samples of students in the same grade cohort. Thus ***Prospects*** may be used as a resource to evaluate the extent to which the Chapter 1 program helps disadvantaged students attain the performance standards enunciated by the National Education Goals Panel.

In addition to ***Prospects***, The Planning and Evaluation Service of the Office of Policy and Planning within the U.S. Department of Education has recently conducted several other studies of the implementation of the Hawkins-Stafford Amendments,[2] the allocation of Chapter 1 funds,[3] effective strategies for educating disadvantaged students,[4] State-administered Chapter 1 programs,[5] and Chapter 1 programs in nonpublic schools.[6]

Research and Evaluation Objectives

1. Estimate the longitudinal impact of the Chapter 1 program on participating students throughout elementary, middle, and secondary school years.

The authorizing legislation requires the primary purpose of the ***Prospects*** study to be an evaluation of the long-term impact of "significant participation" by students in the educational services sponsored by the Chapter 1 program. The scope of the study is not restricted solely to evaluating program impacts on the *academic* achievement of participating students, but also extends to other *affective, behavioral* and *cognitive* outcomes essential to success in school, society, and the economy. To accomplish these goals, the ***Prospects*** study has been designed to assess the progress of large samples of students annually through primary, elementary, middle, and secondary schooling (see Appendix A for a detailed description of the research design).

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[2] A study of Chapter 1 Implementation by Districts and Schools is being carried out by Abt Associates, Inc., under contract LC89-038001. A study of State Administration of the Amended Chapter 1 Program has been completed by Policy Studies Associates (PSA) under contract LC89-089001; PSA is also conducting a follow-up survey of SEAs.

[3] A Study of Chapter 1 Resources in the Context of State and Local Resources for Education is being carried out by the American Institutes for Research under contract LC91-003001.

[4] A Study of Academic Instruction for Disadvantaged Students has been conducted by SRI International under contract LC88-054001. A study of Teaching Advanced Skills to Educationally Disadvantaged Students has been completed by SRI International under contract LC89-089001, Task Order LC900230. Two studies of Special Strategies for Educating Disadvantaged Students, designed to complement the ***Prospects*** study, are being carried out by The Johns Hopkins University and Abt Associates, Inc., under contracts LC90-010001 (urban settings) and LC90-010002 (rural and suburban settings). A Schoolwide Project Survey is being conducted by RMC Research Corporation under the auspices of a Technical Assistance Center contract. A study of Retaining the Benefits of Preschool for Disadvantaged Children has been completed by RMC Research Corporation under contract LC88-089001. An evaluation of the effectiveness of the Even Start Program is being carried out by Abt Associates, Inc., under contract LC90-062001. An Observational Study of Early Childhood Education Programs is being conducted by Development Assistance Corporation and Abt Associates, Inc., under contract LC89-098001. Case Studies of Best Practices for Children and Youth at Risk of School Failure is being completed by Policy Studies Associates under contract LC89-089001, Task Order LC89-0470. The Study of Chapter 1 Services in Secondary Schools has been completed by Policy Studies Associates under contract LC89-089001, Task Order LC90-0130. A review of Lessons for School Reform has been undertaken by Policy Studies Associates under contract LC89-089001, Task Order LC91-1280. A study of Integration of Education and Human Services for Preschool and Elementary Children at Risk has been completed by Policy Studies Associates and Mathtech, Inc., under contract LC89-089001, Task Order LC91-1410.

[5] A study of the Chapter 1 Neglected or Delinquent Student Program was completed by Westat, Inc., under contract LC89-089001. A study of the Chapter 1 Migrant Program was completed by Decision Resources Corporation under contract LC89-015001. An additional Descriptive Study of the Chapter 1 Migrant Program is being completed by the Research Triangle Institute under contract LC88-025011. A study of the Provision of Chapter 1 Services to Limited-English-Proficient Students has been conducted by Westat, Inc., under contract LC89-089001.

[6] Case studies of Private Sectarian Students' Participation in Chapter 1 are being conducted by Policy Studies Associates under contract LC89-089001, and by Westat, Inc., under Task Order contract LC91-003001.

The collection of longitudinal data for the ***Prospects*** study will be completed within a six-year period to satisfy the reporting requirements of the congressional mandate and the project schedule established by the Department of Education. Data collection began with the baseline survey in the spring of 1991 and will end with a final follow-up survey in the spring of 1996. To collect evaluation data on students throughout all elementary and secondary grades within this period, the study design includes three longitudinal student cohorts:

1. **First-grade cohort**—Students beginning first grade in the fall of 1991 will be tracked from entry into school through completion of the fifth grade in the spring of 1996.
2. **Third-grade cohort**—Students enrolled in the third grade in the 1990-91 school year will be tracked from the end of their third grade year (spring 1991) through completion of the eighth grade in the spring of 1996.
3. **Seventh-grade cohort**—Students in the seventh grade during the 1990-91 school year will be tracked from the end of seventh grade (spring 1991) through the completion of the 12th grade in the spring 1996.

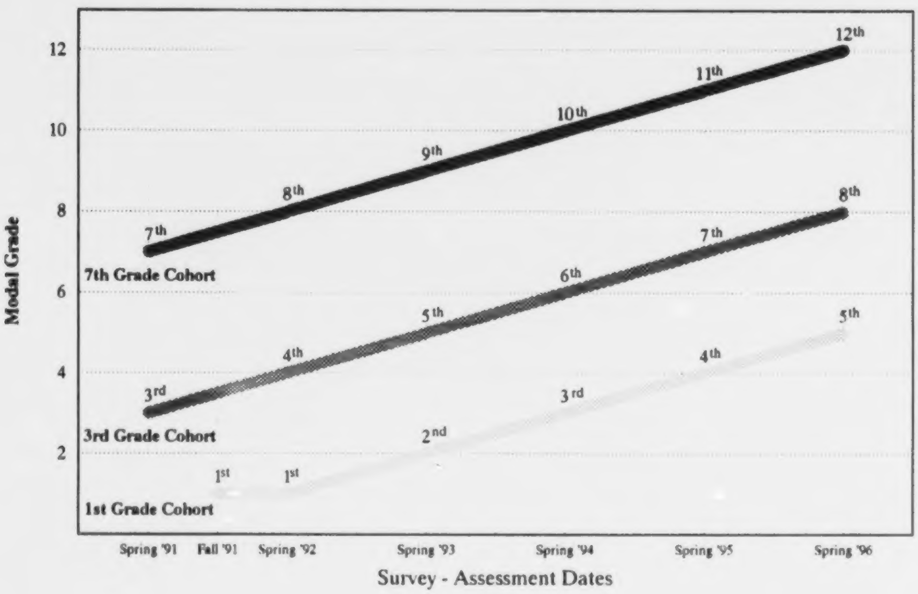
Exhibit I.1 shows the longitudinal data collection schedule for the three student cohorts. To date, baseline and first follow-up data have been collected from the three samples. The baseline survey for the third- and seventh-grade cohorts occurred between April 15 and June 15 of 1991; and the baseline assessment for the first-grade cohort was completed between September 15 and October 20 of 1991. The first follow-up survey and assessment for all three cohorts was completed between April 10 and June 15 of 1992.

As shown in exhibit I.1, the ***Prospects*** design permits the analysis of change over time using six observation points over a five-year interval for each of the three cohorts. In addition, the design includes some overlap in the grade levels in which the students are observed during the course of the study. This feature will support comparisons of longitudinal student outcomes both before and after the implementation of any changes in Chapter 1 legislation that may occur as a result of the 1993 reauthorization process. For example, by the end of the study, it will be possible to compare the third-to-fifth-grade experiences of the "third-grade" cohort between 1991 and 1993 (pre-1993 reauthorization) to the third-to-fifth-grade experiences of the "first grade" cohort between 1994 and 1996 (post-1993 reauthorization).

In addition, the cross-cohort overlap in grade-level observations will permit evaluation of the feasibility of "synthetic" or sequential cohort analyses that may be undertaken during the later years of the study. With a synthetic cohort model, data from all three cohorts would be treated as a single trend line to analyze long-term program impacts of Chapter 1 participation on such critical outcomes as truancy, dropping out, school completion and graduation, teenage pregnancy, gang membership, drug use and other criminal or antisocial behaviors. However, if this model does not prove feasible as a result of cohort-program interactions, analysis of these outcomes will be conducted on individual cohorts, as appropriate.

Significant Participation in Chapter 1. The mandating legislation for ***Prospects*** specifies that the impact of Chapter 1 is to be evaluated by comparing outcomes for students with "significant participation"

Exhibit 1.1: Prospects Student Cohorts and Survey-Assessment Dates



in Chapter 1 programs with those of "comparable children who did not receive Chapter 1 services." The ***Prospects*** sample design must therefore include representative samples of students likely to have substantial involvement in Chapter 1 programs and samples of comparable students who do not receive Chapter 1 services. The concept of "significant participation" has not been operationally specified, either in the mandating legislation or in contemporary educational theory. The ***Prospects*** study will develop a definition on the basis of data collected during the course of the study. Given the longitudinal focus of the study, the definition of significant participation must take account of students who exhibit persistent educational disadvantagement during the entire duration of the study, as well as other aspects of their program participation (e.g., types of programs, duration and intensity of participation, continuity of participation across grades, and so on).

Comparison Groups. The legislative intent behind the ***Prospects*** study seeks a level of clarity in its findings comparable to those obtained by the well-known Perry Preschool project, a longitudinal study based on a sample of 123 children, which incorporated an experimental design with random assignment of children to treatment (program services) and control (no program service) groups. Despite its small sample size, this study succeeded in demonstrating persistent benefits of enrollment in preschool program many years after initial exposure.[7] Because it was not possible to conduct an experimental design within Chapter 1 and to assign children to receive services randomly, the ***Prospects*** design must rely on the existence of naturally occurring comparison groups of students who, despite comparable educational and economic disadvantages, have not participated in Chapter 1 programs to a significant extent over the course of the study.

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[7] Beruetta-Clement, J.R., Schweinhart, L.J., Barnett, W.S., Epstein, A.S., & Weikart, D.P. (1984). *Changed Lives: The Effects of the Perry Preschool Program on Youths through Age 19.* (Monographs of the High/Scope Educational Research Foundation, 8). Ypsilanti, MI: High/Scope Press.

However, the use of naturally occurring comparison groups poses several methodological problems. First, Chapter 1 funds are so widely distributed that large numbers of the children considered eligible for services are, in fact, receiving some degree of program assistance. This fact not only reduces the potential size of the pool of comparable students but also raises the likelihood that apparently comparable (i.e., equally disadvantaged) students who do *not* receive Chapter 1 services may differ in subtle but crucial ways from students selected to receive services.

Second, Chapter 1 is required to "supplement, not supplant" regular and compensatory education services offered by states and localities. In many areas, students who do not receive Chapter 1 services may be eligible for and may receive similar services funded by states or localities. Moreover, many states and localities choose to concentrate Chapter 1 resources on primary and elementary school grades, and to target state and local compensatory services for middle and secondary school students. Consequently, it makes little sense to assess program effects by comparing students participating in Chapter 1 with equally disadvantaged students who did not participate in Chapter 1 but who received identical services funded by an alternative source (possibly another federal funding program administered by the Department of Education).

These issues make it unlikely that a single "ideal" comparison group will be identified for the purpose of estimating the impact of Chapter 1 programs, but, rather, a variety of contrasts will be developed using different groups of students for different facets of the analyses. For example, short-term program effects on school achievement gains (during a single school year) may be estimated using naturalistic comparison groups of Chapter 1 eligible children who, for a variety of reasons, are not receiving Chapter 1 (or other comparable compensatory services) in that particular school year. Alternatively, statistical techniques such as "propensity matching" may provide a partial solution to the issue of selection bias for impact analyses. In still other analyses, students whose Chapter 1 services are appropriately coordinated with the regular school program may be compared with other students whose compensatory services reduce or otherwise interfere with the children's exposure to the regular curriculum.

Although further work is needed to develop the final impact analysis plan, it is clear that in the absence of random assignment, ***Prospects*** must rely upon the measurement of a range of factors to estimate statistical models of Chapter 1 program effects. As described later, this strategy requires the collection of extensive information about school and home environments from different types of survey respondents and other data sources. Compared with other federally sponsored national studies, the measurement approach required for ***Prospects*** places exceptionally heavy burdens on participating students, families, and the administrative and instructional staff of cooperating schools.

Data Sources. Data to support the long-term program impact analysis, as well as a variety of other policy research goals, are collected from many sources, using 15 questionnaires and other survey forms (see Appendix B). Although student outcomes are the main focus of the proposed analyses, data on students' educational experiences and environment are collected from parents, teachers, and school and district officials. In addition, students' school records are abstracted to obtain official information on students' participation in a wide variety of educational support programs funded by the federal, state, and local governments.

These additional data sources provide information not obtainable directly from the students themselves. In many instances, older students might be accurate sources of information about the home environment, but younger students may not be able to provide the same types of information. Some survey items are asked of multiple respondents (e.g., from students and their parents) even for data elements for which experience indicates that either respondent may be an adequate data source. This approach ensures that critical items on family demographics or background will not be lost entirely if the student or parent does not complete a questionnaire.

2. Estimate the longitudinal impact of Chapter 1 using a nationally representative sample of sufficient size to estimate program impacts for the four census regions and for urban, suburban and rural settings.

The authorizing legislation for ***Prospects*** requires a nationally representative sample of sufficient size to evaluate program effects separately by geographical region, and in urban, suburban, and rural settings. As described later, the ***Prospects*** research design is based upon a multistage sample[8] using public school districts as the first stage, school buildings within districts as the second stage, and students within schools as the third stage of sample selection. The student sample was allocated across 12 major sampling strata defined by the three levels of urbanization within each of the four census regions. Within each of these strata, districts and schools were further stratified by economic disadvantage and the concentration of limited-English-proficient (LEP) students. The sample size is designed to permit analyses for the nation as a whole, for each census region, *and* for each level of urbanization. However, the sample size is *not* large enough to permit separate analyses of urbanization categories *within* each of the four census regions.

Using proportionate allocation, a probability sample of students would have included only about 15 to 20 percent who were receiving Chapter 1 services in any grade between one and six (the percentage of Chapter 1 participants in grades seven through twelve drops steadily from approximately 10 percent to less than 5 percent). However, this evaluation requires a substantially higher proportion of study subjects to have received at least some level of Chapter 1 services during the study period. To increase the number of Chapter 1 students in the sample, school districts with large numbers of Chapter 1 students were given a higher probability of selection compared to other districts. To further support the proposed analyses of program effects, the ***Prospects*** elementary school sample was allocated to two strata based on the total number of disadvantaged students enrolled. High and low categories of disadvantage were established empirically within each sampled district, based on the results of a canvass of the district sample concerning building-level counts of eligible children.

This procedure moderately increases the proportion of children receiving Chapter 1 services in the sample while preserving the efficiency of the design for making cross-sectional statistical estimates from each data collection. For example, by increasing the probability of selecting schools with somewhat higher concentrations of eligible children, the ***Prospects*** sample design succeeded in raising the baseline sample proportion of first- and third-graders receiving Chapter 1 services to over 30 percent.

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[8] For more detail on the sampling plan, see Bryant, E. (1993). *Technical Report #1: Sampling Plan for the Baseline and First-follow-up Surveys.* Bethesda, MD: Abt Associates, Inc.

Reporting Requirements and Progress Evaluation

Congress requires two reports on the ***Prospects*** study: this interim report, describing the evaluation design, the results of the baseline and first follow-up data collection, and preliminary descriptive and analytical findings; and a final report to be submitted in January of 1997, covering the analysis of the effects of Chapter 1 services on students' growth and development.

In addition, ***Prospects*** will provide ongoing data for other Department of Education analyses and reports. During 1992-93, data from the ***Prospects*** survey will be used to prepare portions of the congressionally mandated report for the National Assessment of Chapter 1.

Report Purpose, Format, and Organization

This interim report is intended to serve two purposes. The first is to provide a broad description of students who are the focus of federal compensatory education programs: their demographic characteristics, the characteristics of their families, the extent to which they are able to perform in school, and the nature of the schools and classrooms in which they are taught. Although we examine the degree to which current compensatory education programs are able to reach disadvantaged children, no attempt is made in this report to assess the impact of such assistance on students' academic, behavioral, and affective performance. These analyses will be the subject of subsequent reports.

The second objective of this report is to whet the reader's appetite for the rich data that are being collected as part of the ***Prospects*** study. The study involves the annual collection of detailed information on a national sample of more than 30,000 students, including standardized tests of reading and math, and surveys of district staff, school principals, teachers, and other instructional staff, students, and parents. The result is a detailed annual snapshot of children's educational experience which can then be linked to provide a dynamic picture of their growth and development. Because the amount of data being collected is so great, we have elected to present in this report only a sampling of information from a variety of research domains. It is hoped that the reader will be both informed by this information and eager for further reports. Public use data files will be available by the spring of 1993.

Following this Introduction, the ***Prospects*** Interim Report is organized into four parts. The first focuses on the characteristics of students in schools with high concentrations of poor children (referred to as "high-poverty" schools). The second part describes the characteristics of current Chapter 1 participants. The third part describes the characteristics of schools and classrooms with different concentrations of poor children, and the nature of Chapter 1 services. The fourth part focuses on the characteristics of limited-English proficient (LEP) and language minority students. Each part is organized around topics of interest such as students' home environment and classroom instructional methods. Under each topic, data are usually presented in tabular form with an accompanying graph to highlight key relationships. Limited interpretive text is provided for each topic. Our intent here is not to provide an in-depth analysis of the ***Prospects*** data, but to provide a statistical sourcebook that readers can use for a variety of purposes. As noted earlier, the complex task of examining the extent to which Chapter 1 makes a difference in the lives of disadvantaged children will be addressed in later reports.

Data Sources

The tabulations in all sections of this report are based on responses collected using self-administered questionnaires and cognitive test batteries from students, parents, school principals and teachers, and district Chapter 1 coordinators to the ***Prospects*** surveys in 1991 and 1992 (see appendix B for a full description of these data sources). Percentages shown in the tables have been ***statistically weighted***[9] to compensate for disproportionate sampling of districts and schools with higher proportions of Chapter 1 students, and to permit statistical estimates for the populations of students who were enrolled in the third and seventh grades in public schools in the 1990-91 school year, and who were enrolled in the first grade in public schools in the 1991-92 school year.

Readers should note that nearly all members of the 1991 third-grade cohort sample had progressed to the fourth grade by the time of the spring 1992 follow-up survey, and that nearly all members of the 1991 seventh-grade cohort sample had been promoted to the eighth grade by the spring of 1992. Members of the ***Prospects*** first-grade cohort were assessed in the fall of 1991 and were resurveyed in the spring of 1992 at the completion of the first grade. Category labels in all tables and charts in this report refer to the grade cohorts sampled for ***Prospects*** and ***not*** to the grades in which students were enrolled when the data were collected. (Because the sample is not refreshed from year to year, the sample is not representative of the national population of fourth and eighth graders.)

For this report, statistical estimates are based on data from three longitudinal student cohort samples. Longitudinal data files were created containing records for all students who were in the samples in **both** 1991 and 1992. As explained in appendix A, the 1992 ***Prospects*** student samples are smaller than the 1991 samples for two reasons. First, in the 1991 baseline survey, the participation rate of districts and schools was higher than anticipated, yielding a larger sample of students than required in the research design or provided for in the contract budget. Second, students who changed schools between 1991 and 1992 were subsampled for the follow-up study. The sizes of the linked 1991-1992 grade cohort samples are as follows:

First-grade cohort	10,820
Third-grade cohort	10,333
Seventh-grade cohort	7,216

Report Methodology

Most of the tables in this interim report present survey results separately for two policy-relevant classifications. The first classification, used extensively in Parts 1 and 3 of the report, is based on the degree of *concentration of economically disadvantaged students* in the schools that the students attend. Students were assigned to one of five categories of "school poverty concentration" in accordance with the percentage of students in their schools who were eligible for free or reduced-price school meals provided under the National School Lunch Program (NSLP) operated by the U. S. Department of Agriculture (as reported by the school principal in the spring 1992 survey). "Low-poverty" schools were defined as those with up to 19 percent of their students eligible for subsidized meals. "High-poverty" schools were defined as those in which 75 percent or more of the enrolled students are eligible for subsidized meals. Three intermediate poverty concentration categories refer to students who attend schools with 20 to 39 percent eligible students, 40 to 59 percent eligible, and 60 to 74 percent eligible. To reduce complexity in the tables, columns containing the relatively few cases whose values are "unknown" on the achievement and school poverty classification variables were excluded.[10]

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[9] See Bryant, E. (1993). Ibid.

The second classification, used in Part 2 of the report, is based on students' *participation in Chapter 1 or other compensatory education programs* as shown in current school records. Three categories have been developed for these tables:

- **Any Chapter 1 Program**—includes students receiving Chapter 1 services for reading, math, or both, as well as students attending a school with a Chapter 1 Schoolwide Program. These students may, or may not, be receiving services from other compensatory education programs at the same time.
- **Other Compensatory Education Program**—includes students who *only* receive services in reading, math, or both from *other* programs funded by federal, state, or local sources (that is, *other than Chapter 1*).
- **No Program**—includes all other students for whom Chapter 1 or other compensatory services are not offered at their grade level, and students whose schools have such programs available but who do not themselves participate in either Chapter 1 or other compensatory programs.

Readers are cautioned about using these data to draw conclusions about the effects of Chapter 1 on the education and growth of children. The way children are selected into Chapter 1 makes these comparisons potentially misleading to the extent that important differences exist between program participants and nonparticipants. Subsequent reports will use statistical methods to increase the validity of such comparisons.

Part 2 of the report also makes use of another classification variable for one set of tables based on students' *academic achievement levels*. For this report, students were defined as "low achievement" if they scored at or below the 35th percentile for the average of their total reading and mathematics scores on the Comprehensive Test of Basic Skills/Fourth Edition (CTBS/4). "High achievers" were defined as those who scored at or above the 75th percentile. Test scores used for this classification were the "baseline" assessments administered in the spring of 1991 for the third- and seventh-grade cohorts.

The basic guidelines for interpreting the tables presented throughout this report appear on page 13.

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[10] The size of the excluded category can be determined, however, from the information on the "total *N*" (or weighted population estimates) provided at the bottom of each table.

Missing Data

Because the analyses on which this report is based were initiated within a very short time after the completion of data collection in 1992, and because the multimeasure, multirespondent design is inherently complex, the sample weights used in these analyses have not been adjusted for nonresponse to specific survey instruments (they have been adjusted to compensate for the relatively small amount of nonparticipation by sampled districts and schools). Consequently, percentages shown in all data tables are based on all valid responses received to the specified item within the survey instrument indicated (in italics) at the foot of each table. To help the readers evaluate the likely impact of nonresponse, in most tables the percentages of missing data (combining both instrument and item nonresponse) are shown as the bottom row of each distribution (without the "%" symbol). Subsequent reports will include more detailed analyses of potential bias and discussions of methods of controlling for its effect to the extent possible.

Readers should also note that the sampling variances (e.g., standard errors) necessary for the tests of statistical significance of percentage differences are not available at this time. In this report, percentage estimates with very large sampling errors have been suppressed by eliminating values based on fewer than 20 cases in a table cell (denoted by "*" in the tables). Furthermore, to avoid drawing erroneous conclusions, we have focused our attention on group differences that are relatively large and likely to pass standard tests of statistical significance.

In assessing the potential for response bias in any of the distributions presented in this report, readers should bear in mind several important features of the ***Prospects*** design that may affect response rates for different groups of students.

First, the ***Prospects*** sample design selects all children enrolled in the first, third, or seventh grades in the sampled schools. Unlike many other nationally-representative surveys, no exclusions of disabled or limited-English-proficient (LEP) students were permitted. Thus, by design, ***Prospects*** includes approximately 7 to 10 percent more students (compared to other national studies) from whom data cannot be collected with currently available survey instruments. Nonrespondents in the ***Prospects*** samples are thus more likely to be disabled and to have inadequate English-language skills to participate in all survey and assessment activities.

Second, in order to test students after they have been exposed to the maximum amount of curriculum during the school year, ***Prospects*** conducts school surveys and student assessments during a relatively short six to eight week field period at the end (beginning in mid-April) of each school year. This is a much shorter survey period than that used by other recent national longitudinal studies, which collect school and student data over a period of 18 to 20 weeks typically beginning in February of each year. The exceptionally short field period increases the possibility that data will not be collected from students who may be absent during both the primary assessment week and the scheduled make-up sessions.

Third, the short assessment period increases the difficulty of identifying and tracing transfer students who change schools in the second semester of the school year. In many cases, officials at schools where transfer students were initially selected do not know the names or locations of schools where transfers may have re-enrolled.

Fourth, to minimize study costs, ***Prospects*** retains subsamples of about 20 percent of the transfer students in each year of the study, thus sampling weights for transfers are significantly larger than for non-transfer students. As a result of the differences in sampling weights, the somewhat lower response rates for transfer students, their school principals, teachers, and parents will be reflected in higher proportions of missing responses in weighted statistical estimates for the total populations for each grade cohort.

Fifth, the ***Prospects*** design includes significant oversampling of schools with high concentrations of poor children, and schools with high concentrations of LEP students. This increases the numbers of students whose families have low literacy levels and/or low levels of proficiency in English. Especially for the Parent Questionnaire, the ***Prospects*** design includes relatively high proportions of cases for which suitable instruments (e.g., versions of the questionnaires in several Asian languages) are not currently available.

Sixth, sampling weights used for all estimates provided in the ***Prospects*** interim report have been adjusted only to account for the small amount of nonparticipation by districts and schools, but have ***not*** been adjusted for any form of student-level nonresponse. Given the complexity of the ***Prospects*** design, the most appropriate strategy for adjusting student weights for nonresponse to any set of data elements is far from clear. Since the objective of nonresponse adjustments to sampling weights is to increase the weights of a group of respondents so that they sum to the total population size, a critical choice is the definition of the minimum combination of data from the entire set of survey instruments that all members of the set would have. Because of the unusually large variety of instruments and items collected to support ***Prospects***' program evaluation objectives, and because of the large number of descriptive and analytical purposes ***Prospects*** data are intended to serve, at this time, we have not developed either a single adjusted weight for the student samples, or a complex series of adjusted weights for a variety of data combinations.

Most tables are designed to allow comparisons *across* the different categories defined by the column variable. In this example, distributions of student characteristics can be compared, by grade cohort, across varying levels of school poverty (defined by the percentage of students enrolled in the child's school who are eligible for free and reduced-price school meals). This permits an analysis of the extent to which student characteristics vary with increasing concentrations of poor children.

Exhibit xx.x: xxxxxxxxxxxxxxxxxxxxxxx by School Poverty and Grade Cohort: 12-Month Followup Study (Weighted Column Percentages)

	TOTAL	Concentration of School Poverty				
		0-19%	20-39%	40-59%	60-74%	75-100%
xxxxxxxxxxxxxxxx						
1st Grade						
xxxxxx	xx.x%	xx.x%	xx.x%	xx.x%	xx.x%	xx.x%
xxxxxx	xx.x%	xx.x%	xx.x%	xx.x%	xx.x%	xx.x%
Missing	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
3rd Grade						
xxxxxx	xx.x%	xx.x%	xx.x%	xx.x%	xx.x%	xx.x%
xxxxxx	xx.x%	xx.x%	xx.x%	xx.x%	xx.x%	xx.x%
Missing	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
7th Grade						
xxxxxx	xx.x%	xx.x%	xx.x%	xx.x%	xx.x%	xx.x%
xxxxxx	xx.x%	xx.x%	xx.x%	xx.x%	xx.x%	xx.x%
Missing	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
Total N						
1st Grade	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown school poverty status.
* = fewer than 20 sample cases in cell.
Source: Prospects, Student Abstract

The lower section of the table provides the total estimated size of the national population by grade cohort. For example, it is estimated that 3.56 million students were in the first grade in public schools during the 1991-92 school year. An estimated 477,074 of them attended "high poverty" schools.

For each data element (i.e., the row variables) the table presents weighted column percentages. For example, under the first column of school poverty (0-19%) the data represent the estimated percentage of students in a particular grade cohort who attend low-poverty schools *and* who have the particular characteristic.

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Part 1:

Students in High-Poverty Schools

Summary

The first part of this interim report focuses on a comparison of students attending schools with varying concentrations of poor children as described in the Introduction. When reading this section, therefore, readers should keep in mind that the comparisons represent differences in the characteristics of students who attend different types of schools and are *not* comparisons of the characteristics of rich and poor children.

Although data are presented for five increasingly higher concentrations of poverty, the discussion emphasizes the comparison of schools at two ends of the distribution. "Low-poverty" schools are defined as those having up to 19 percent of the enrolled children eligible for free and reduced-price meals under the National School Lunch Program (NSLP). "High-poverty" schools are those in which 75 to 100 percent of the students are eligible for free and reduced-price meals. (Nationally, in 1991 about one-third of all students in public and private schools were eligible for subsidized school meals.) A school in the highest poverty category is eligible to implement a "Chapter 1 Schoolwide Program," a service delivery arrangement that allows Chapter 1 funds to be used in combination with other instructional resources to improve the whole school program. Thus, in a Schoolwide Program, all children receive educational services funded at least in part by Chapter 1.

Students in high- and low-poverty schools are compared on a wide range of characteristics including social, economic, and demographic characteristics; kindergarten and preschool participation; academic achievement; school performance; involvement in school activities; and home educational support environment. In almost all cases, the data provide a "snapshot" of students' characteristics and experiences during the 1991-92 school year. Subsequent ***Prospects*** reports will focus on longitudinal data permitting a long-term analysis of the growth and development of children over time.

The Magnitude of High-poverty School Populations

More than one out of eight children in the first- and third-grade cohorts attend schools where at least 75 percent of the children are eligible for free and reduced-price meals. Over one-third of the first-grade cohort, and about one-fourth of the third-grade cohort, attend schools where at least 60 percent or more of the students are from poor families.

The distribution is considerably different for students in the seventh-grade cohort where only 13 percent of these children are in schools where 60 percent or more of the students are eligible for free and reduced-price meals. This difference is probably due both to changes in school organization which tend to increase student diversity and to the lower rate of NSLP participation typically found for older students. Consequently, policymakers may want to reexamine the current use of a fixed criterion for Chapter 1 Schoolwide Program eligibility. A lower threshold may be more appropriate for middle and secondary schools.

Social, Economic, and Demographic Characteristics

The data presented in this report paint a stark picture of the differences between students in high- and low-poverty schools. High-poverty schools are far more likely to be attended by black and Hispanic children.

These minority children—who constitute 23 to 30 percent of students nationally in the first-, third-, and seventh-grade cohorts—account for 75 to 88 percent of students in high-poverty schools. Schools with high concentrations of poor children are also primarily located in urban areas.

Furthermore, students from high-poverty schools are more likely to face a range of obstacles that are often associated with low school achievement. In comparison with students in low-poverty schools, students in high-poverty schools are:

- more likely to be living with a single parent;
- about 10 times more likely to live in a household with a total family income of under $10,000, and less likely to have a parent who is employed (either full time or part time) outside the home;
- from 10 to 15 times more likely to be receiving Aid to Families with Dependent Children (AFDC);
- from six to nine times more likely to have a mother who has *not* completed her high school education; and
- from three to five times more likely to have a non-native-English-speaking parent.

Kindergarten and Preschool Attendance

Kindergarten programs are nearly universally available, and the vast majority of students, regardless of school poverty level, have attended kindergarten. However, despite the growing consensus about the importance of preschool education, it appears that children in high-poverty schools are less likely to have received the benefits of preschool. Children in high-poverty schools are more likely to have participated in Head Start, but their overall rates of preschool participation tend to be lower than those of students in low-poverty schools.

Student Academic Achievement

Regardless of grade level, attending a school with high concentrations of poor students is strongly negatively associated with student achievement in reading and math. That is, students in low-poverty schools score, on average, from 50 to 75 percent higher than students in high-poverty schools. For example, the average 1991 normal curve equivalent (NCE) reading score for third-grade cohort students in low-poverty schools was 59, compared with 39 for students in high-poverty schools. This large difference indicates serious learning gaps between students in low- and high-poverty schools. Moreover, observed differences in achievement between students attending low- and high-poverty schools are greater for "higher order" skills than for basic skills. The average reading and mathematics achievement of *all* students in high-poverty schools is almost the same as that of Chapter 1 students in low-poverty schools.

In addition, ***Prospects*** longitudinal data spanning the 12-month period beginning in spring of 1991 provide little evidence for differential achievement gains in reading or math between the end of the third grade and the end of the fourth grade (1992), or between the end of the seventh grade (1991) and the end of the eighth grade (1992) when comparing students in low- and high-poverty schools. Consequently, the large initial differences in achievement levels between students in low- and high-poverty schools do *not* appear to be reduced by an additional year of schooling. It should be noted, however, that the aggregated data presented in this interim report probably mask the fact that some students in high-poverty schools may be making advances that will help them reduce their educational deficiencies over time, relative to students in low-poverty schools.

School Performance

Not only is student achievement related to the concentration of poor children in the school, but attendance at school with a high proportion of poor children is associated with a host of other indicators of negative school performance. Compared with students in low-poverty schools, students in high-poverty schools are more likely to:

- have been retained in grade at least once;
- be absent from school more than 10 days during the year, and late for school more than 10 times; and
- receive lower grades in reading/language arts/English and math.

When asked to judge the achievement of individual students, classroom teachers in high-poverty schools are less likely to perceive their students as having high "overall ability to perform in school." In addition, teachers in high-poverty schools are also more likely to judge their students to be reading below grade level, and to be achieving below grade level in math.

Classroom teachers were further asked to judge their students on a variety of dimensions that may affect their ability to perform well in school. These data, however, may reflect differences in teacher attitudes and perceptions, actual differences in student characteristics, or both.

Classroom Behavior. Compared with first- and third-grade cohort students in low-poverty schools, students in high-poverty schools are less likely to be judged by their teachers as able to work hard in school, able to follow directions in classrooms rules, and caring about doing well in school. For students in the third-grade cohort in high-poverty schools, teachers are more likely to report that they are disruptive in class.

In contrast, differences like these are not found for seventh-grade cohort students in low- and high-poverty schools.

Classroom Performance. Compared with students in low-poverty schools, first- and third-grade cohort students in high-poverty schools are judged by their teachers to be less able to work independently, to be able to concentrate, to write a well-developed paragraph or paper, or to complete homework or seatwork. These students in high-poverty schools are also judged by their teachers to be less motivated to learn.

Although the direction of the relationships is generally found to be similar for seventh-grade cohort students, the magnitude of the differences between low- and high-poverty schools is much smaller.

Affective Characteristics. Students in the first- and third-grade cohorts who are in high-poverty schools are rated less favorably on some character and personality traits than are students in low-poverty schools. For first-graders, teachers are less likely to judge high-poverty school students to be honest; for third-graders, teachers are less likely to judge high-poverty school students to be honest, respectful of authority and able to get along with teachers.

As with other teacher judgments, no differences are found for seventh-grade cohort students in low- and high-poverty schools.

Personal and Behavioral Problems. Teachers of students in the first- and third-grade cohort in high-poverty schools are more likely to report that individual children had health or hygiene problems and are not receiving adequate rest or nutrition. For third-grade cohort children in particular, students in high-poverty schools are more likely to be reported to cheat and to engage in physical conflict or verbal abuse of others.

There are only small differences between low- and high-poverty schools in the extent to which teachers report the presence of personal or behavioral problems.

School Experiences

Third-grade cohort students in high-poverty schools are more likely to have been disciplined for misbehavior, and more likely to have had something stolen from them or to have been threatened with harm at school.

Seventh-grade cohort students in high-poverty schools are less likely to report having received an academic award or having their work publicly praised. But students in high-poverty schools are more likely to report having received an award for good attendance. Students in high-poverty schools are also less likely to report participating in a range of extracurricular activities including school sports, performance activities (band, choir, drama), and academic activities such as clubs, honor societies, and student government.

Home Educational Support Environment

Parents of children attending low- and high-poverty schools give similar responses to questions about the types of behavioral rules they have established for their children at home. However, for all three grade cohorts, parents of children attending high-poverty schools are more likely to report having rules for their children about their choice of friends than did the parents of students in low-poverty schools.

The parents of students in high-poverty schools are more likely to report that they help their children with homework. But, students in high-poverty schools report less reading outside school and are less inclined to make use of their public library. Seventh-grade cohort students also report watching more television on school days. In both cohorts, students in high-poverty schools are less likely to report frequent attendance at religious services.

Predictably, for all three grade cohorts, parents of students attending high-poverty schools are less likely to indicate the existence of a variety of educationally relevant resources in the home, such as newspapers and magazine subscriptions, encyclopedias, book collections, typewriters, and especially home computers.

Educational Expectations

Students in the seventh-grade cohort in high-poverty schools have lower expectations for their future educational attainment than do students in low-poverty schools. For example, 83 percent of the students in low-poverty schools expect to graduate from a two- or four-year college, compared with 63 percent of the students in high-poverty schools.

The Magnitude of the High-Poverty School Population

The Chapter 1 program, along with other special programs for disadvantaged children, is intended to "compensate" for the effects of poverty on the growth and development of children. The program attempts to attain this goal by directing federal funds to school districts and schools in accordance with the number of children in poverty, and by targeting individual children within Chapter 1 schools for supplemental services based on their low academic performance.

Exhibits 1.1 and 1.2 show the distribution of students by grade cohort and the concentration of poverty at the child's school (as measured by the percent of enrolled students eligible for free and reduced-price school meals). More than one out of eight children in the first- and third-grade cohorts attend schools with very high concentrations of poor children (i.e., at least 75 percent). Over one-third of the first-grade cohort and about one-fourth of the third-grade cohort attend schools where at least 60 percent of the students are from poor families.

The distribution is considerably different for students in the seventh-grade cohort, where a much smaller percentage of students attend schools with extremely high concentrations of poor children (only 7 percent are enrolled in schools where at least 75 percent of the students are poor, and only 13 percent are in schools with at least 60 percent poor children). This distribution probably reflects the lower participation in the school lunch program typically found for older students, and differences in school organization for children in the middle grades. That is, in most districts, students from multiple elementary schools feed into larger middle or junior high schools.[1] This pooling of students from different neighborhoods tends to increase diversity and thus to reduce extreme concentrations of poor (or wealthy) students. Compared with the first- and third-grade cohorts, the seventh-grade cohort has higher proportions of students in the 20 to 39 percent and 40 to 59 percent poverty concentration categories. Thus, seventh-grade cohort students in the highest-poverty middle schools are probably living in areas of pervasive poverty, where all of the "feeder" elementary schools are likely to have high concentrations of poor students. Consequently, policymakers may want to reexamine the current use of a constant criteria for Chapter 1 Schoolwide Program eligibility. These data support the view that a lower threshold may be appropriate for middle and secondary schools.

Readers should keep this cross-grade difference in mind when examining the tables in this part of the report. Because seventh-grade students who attend schools with the highest concentrations of poverty may be facing a qualitatively different environment than students in high-poverty elementary schools, cross-cohort comparisons may be misleading in some instances.

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[1] Depending on local school practices, these schools may include various combinations of grades six through nine.

Exhibit 1.1: Distribution of Students by School Poverty Concentration and Grade Cohort

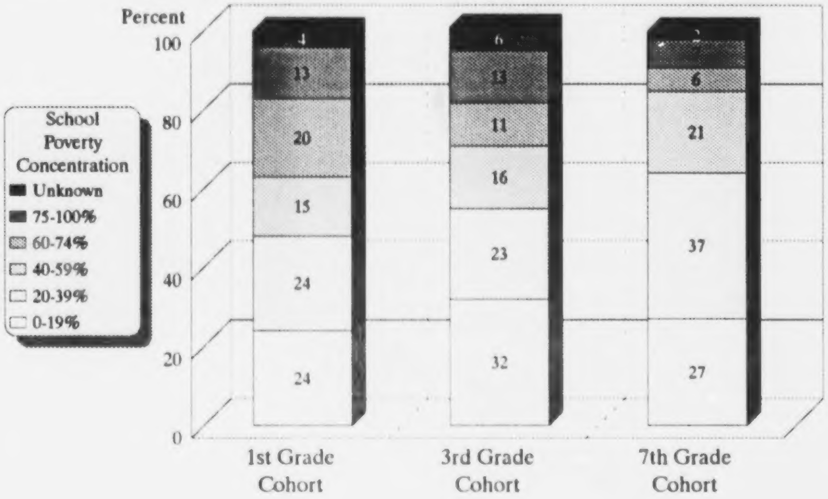


Exhibit 1.2: Distribution of Students by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Row Percentages)

	TOTAL	School Poverty Concentration					
		0-19%	20-39%	40-59%	60-74%	75-100%	Missing
1st Grade Cohort	100.0%	23.7%	23.7%	15.1%	20.0%	13.4%	4.1%
3rd Grade Cohort	100.0%	31.8%	23.0%	15.8%	10.5%	13.2%	5.7%
7th Grade Cohort	100.0%	26.6%	36.7%	21.4%	6.0%	7.0%	2.3%
Total Weighted N							
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects Composite Variable

Student Demographic Characteristics

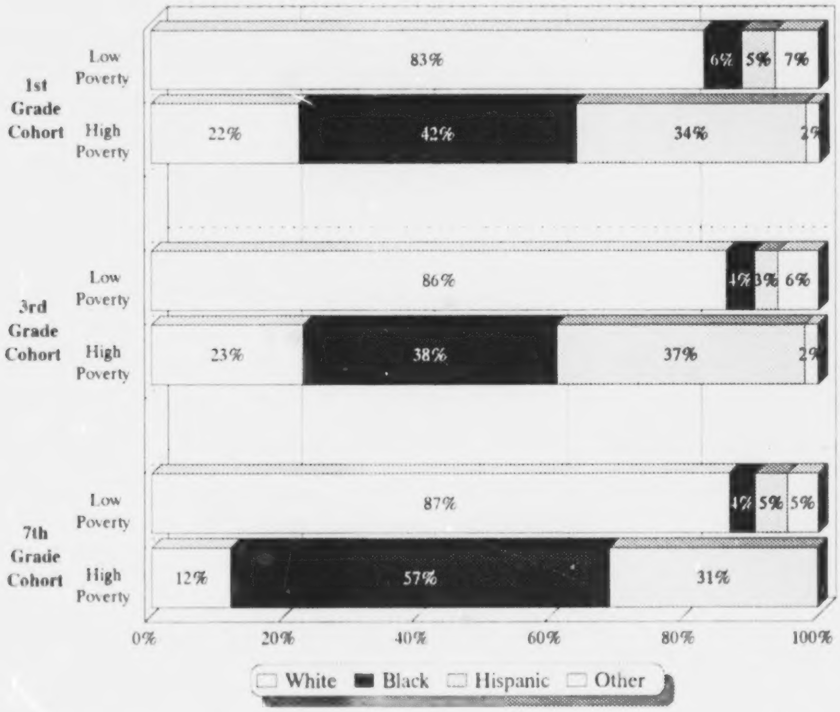
Gender

There are generally small overall differences in gender representation across the three student grade cohorts and between high- and low-poverty schools (exhibit 1.3[2]).

Race/Ethnicity

Across all three grade cohorts, black and Hispanic children are disproportionately represented among students in high-poverty schools (exhibits 1.3 and 1.4). About 30 percent of first-grade cohort students are black or Hispanic, yet they represent 76 percent of students in high-poverty schools. Similarly, black and Hispanic students account for 24 percent of the third-grade cohort but represent 75 percent of students in high-poverty schools. Finally, black and Hispanic students represent 23 percent of the seventh-grade cohort but account for 88 percent of students in high-poverty schools.

Exhibit 1.3: Race and Ethnicity by School Poverty Concentration and Grade Cohort



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[2] The tables presented throughout this report provide separate data for each of the three study cohorts—children who were in the first, third, and seventh grade in the spring of 1991. Each table presents the weighted number of students in each cohort, as well as the estimated number of students in each of the subgroups examined in the tables. Statistical data are presented as weighted column percentages calculated on the basis of students for whom data are available. Weighted estimates of missing cases are also shown, but, percent signs have been omitted for these estimates in order to help the reader distinguish them from valid cell entries.

Exhibit 1.4: Student Gender by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Student Gender	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Male	51.8%	51.4%	53.7%	49.2%	53.3%	51.8%
Female	48.2%	48.6%	46.3%	50.8%	46.7%	48.2%
Missing data	12.0	7.5	16.6	9.3	9.6	17.5
3rd Grade Cohort						
Male	49.9%	51.4%	50.6%	45.2%	49.6%	50.0%
Female	50.1%	48.6%	49.4%	54.8%	50.4%	50.0%
Missing data	8.6	5.3	5.9	7.4	9.8	10.5
7th Grade Cohort						
Male	52.4%	54.5%	51.7%	51.2%	56.8%	48.5%
Female	47.6%	45.5%	48.3%	48.8%	43.2%	51.5%
Missing data	9.9	4.3	7.6	9.3	19.1	16.4
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Abstract

Exhibit 1.5: Student Race/Ethnicity by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Student Ethnicity	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
White, Not Hispanic	65.3%	82.9%	88.7%	63.0%	47.1%	22.1%
Black, Not Hispanic	15.1%	5.8%	2.7%	16.9%	20.2%	41.7%
Hispanic	14.4%	4.9%	2.7%	12.3%	28.2%	34.4%
Other	5.2%	6.5%	5.9%	7.7%	4.7%	2.0%
Missing data	23.0	23.2	31.9	19.0	17.9	21.1
3rd Grade Cohort						
White, Not Hispanic	70.1%	86.2%	84.3%	64.8%	52.9%	22.7%
Black, Not Hispanic	12.4%	4.3%	5.3%	18.3%	10.9%	38.1%
Hispanic	11.8%	3.4%	4.1%	11.0%	26.4%	37.1%
Other	5.7%	6.1%	6.2%	5.8%	9.8%	2.0%
Missing data	16.2	17.7	14.3	10.9	16.7	13.3
7th Grade Cohort						
White, Not Hispanic	71.8%	86.6%	83.3%	58.6%	47.4%	11.8%
Black, Not Hispanic	12.4%	3.9%	7.1%	14.9%	24.5%	56.9%
Hispanic	10.7%	4.8%	4.1%	22.3%	15.2%	31.1%
Other	5.1%	4.6%	5.5%	4.2%	12.8%	*
Missing data	20.0	27.4	11.1	18.4	20.1	25.4
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

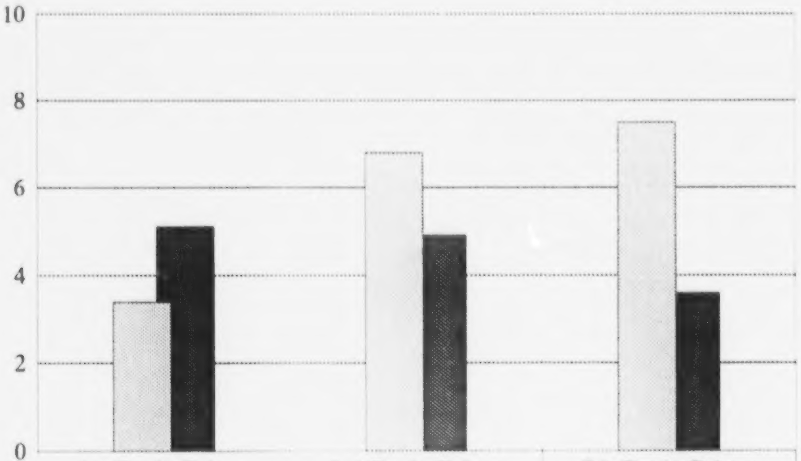
Source: Prospects, Student Abstract

Handicaps/Disabilities

Students with handicaps or other disabilities may face greater challenges to success in school than other students do. To examine this issue, information was collected from two sources. First, parents of sampled students were asked, "Does your child currently have any of the following problems or handicaps?" The checklist included 10 possible conditions including visual and hearing handicaps, speech problems, physical disabilities, and mental or emotional problems. Second, data collectors abstracted information contained in students' school records on whether the child had any of the same conditions.

Exhibits 1.6 and 1.7 provide information on the incidence of two of the most commonly reported types of handicaps—speech problems and specific learning disabilities—as reported by parents and indicated in school records, respectively. As shown in these tables, for all grade cohorts, these handicaps are relatively uncommon and there are only small differences across categories of school poverty. Worth noting is the fact that parents were more likely than school records to indicate that their child has a disability. However, whether these differences result from parent overreporting or data limitations in school records is unclear.

Exhibit 1.6: Percentage of Students with Parent-Reported Specific Learning Disability by School Poverty Concentration and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
Low Poverty ☐	3.4	6.8	7.5
High Poverty ■	5.1	4.9	3.6

Exhibit 1.7: School-Reported Student Disabilities by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

School-Reported Student Disabilities	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Speech problem	6.0%	7.6%	5.5%	4.2%	7.8%	4.2%
Specific learning disability	2.1%	1.6%	2.8%	1.8%	2.1%	2.2%
Missing data	13.3	9.2	5.2	11.1	27.5	17.5
3rd Grade Cohort						
Speech problem	2.8%	3.3%	2.6%	3.0%	2.5%	2.3%
Specific learning disability	4.5%	5.9%	5.9%	2.5%	3.0%	2.8%
Missing data	14.5	10.7	13.1	7.6	22.4	13.3
7th Grade Cohort						
Speech problem	0.9%	0.8%	0.5%	1.9%	0.8%	0.4%
Specific learning disability	4.3%	4.9%	4.0%	4.8%	2.6%	3.1%
Missing data	14.5	18.1	7.3	14.6	18.8	22.4
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Abstract

Kindergarten and Preschool Education

In recent years, a great deal of attention has been paid to early childhood education, with nearly universal availability of kindergarten and a significant expansion of public and private programs for preschool children. Student participation in such programs was collected from multiple sources, including students, parents, and school records. These sources are not, however, equally accessible or reliable. Consequently, exhibit 1.8 provides information on kindergarten enrollment derived from student records, and data on preschool education as reported by students' parents.

Across all three grade cohorts, and all categories of school poverty concentration, there is relatively little variation in the proportion of children who attended kindergarten. The overall kindergarten attendance rate is about 98 percent for the first-grade cohort and 96 percent for the third- and seventh-grade cohorts. The variation in kindergarten attendance across poverty categories is very low for the first-grade cohort. Among the third-grade cohort, children attending high-poverty elementary schools reported the lowest rates of kindergarten attendance (just under 90 percent). The lowest proportion of kindergarten attendance for any cell in exhibit 1.8 was found for seventh-grade cohort children enrolled in the 60 to 74 percent school poverty category (88 percent).

Preschool attendance rates are generally much lower than kindergarten attendance, and show a pronounced relationship to the concentration of poor children in schools. Between 31 percent (seventh-grade cohort) and 41 percent (first-grade cohort) of children attended some type of preschool other than a Head Start program. Non-Head Start preschool participation rates are markedly skewed in favor of children now attending low-poverty schools, where attendance rates approach three times the level observed for high-poverty schools.

Including participants in Head Start programs roughly doubles the proportion of children in high-poverty schools who have had some preschool experience. This reduces the gap in preschool exposure between children attending low- and high-poverty schools, but does not come close to eliminating the difference. Combining both types of preschool experience (but excluding day care arrangements), 66 percent of the first-grade cohort children in low-poverty schools attended preschool, compared with only 42 percent of the children attending high-poverty schools. Similar patterns are evident for the third- and seventh-grade cohorts.

Exposure of children to day care centers or family day care prior to or at the same age as involvement in preschool and kindergarten programs is also somewhat more common for children now attending low-poverty schools than for those with higher concentrations of poor children.

On balance, large numbers of children in the three cohorts were exposed to some form of day care or preschool experience prior to starting first grade. However, the types and combinations or sequences of these experiences are likely to be very different for children in low- and high-poverty communities. Moreover, although Head Start programs are responsible for a significant reduction in the large gap between wealthy and poor neighborhoods in the chances for exposure of children to early school experiences, funding levels for Head Start to date close only about half of the observed gap.

Exhibit 1.8: Preschool and Kindergarten Attendance by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Preschool/Kindergarten Attendance	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Preschool Attendance						
No program	1.9%	0.6%	2.3%	2.5%	2.8%	1.4%
Day care center	21.3%	19.7%	21.6%	22.5%	25.7%	16.8%
Family day care	21.3%	23.2%	25.5%	18.1%	20.8%	11.6%
Head Start	11.7%	4.6%	11.9%	13.2%	15.3%	19.0%
Other preschool program	41.1%	61.8%	45.7%	32.2%	29.6%	22.7%
Missing data	17.4	12.6	11.3	19.2	20.5	28.1
Kindergarten Attendance						
Kindergarten	97.7%	98.3%	98.4%	97.7%	96.6%	96.0%
Missing data	24.2	10.9	22.5	25.5	38.6	29.3
3rd Grade Cohort						
Preschool Attendance						
No program	2.2%	1.3%	2.3%	3.1%	2.9%	2.2%
Day care center	17.1%	19.0%	17.0%	18.8%	18.0%	12.9%
Family day care	18.2%	22.1%	18.9%	15.5%	16.4%	10.7%
Head Start	10.3%	4.9%	11.6%	10.6%	14.6%	19.0%
Other preschool program	38.4%	58.1%	36.2%	27.6%	26.7%	19.6%
Missing data	22.0	15.3	18.1	29.3	20.0	29.1
Kindergarten Attendance						
Kindergarten	95.9%	98.5%	96.8%	95.2%	94.2%	89.5%
Missing data	14.6	11.4	13.6	12.6	12.8	15.1
7th Grade Cohort						
Preschool Attendance						
No program	1.9%	1.8%	1.9%	2.6%	2.0%	1.3%
Day care center	16.0%	14.3%	16.7%	20.2%	14.3%	12.7%
Family day care	13.9%	16.3%	14.4%	15.2%	10.1%	5.7%
Head Start	9.7%	6.5%	9.0%	13.1%	14.8%	13.9%
Other preschool program	31.3%	44.3%	32.9%	25.9%	12.5%	15.2%
Missing data	24.5	20.5	18.9	22.1	40.6	40.5
Kindergarten Attendance						
Kindergarten	96.0%	97.3%	96.5%	96.1%	88.3%	93.7%
Missing data	22.4	19.2	19.5	22.0	26.2	30.8
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status

* = fewer than 20 sample cases in cell.

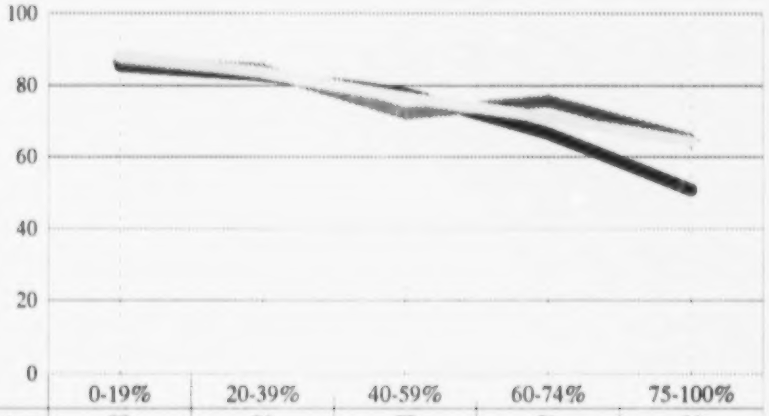
Source: 1) Preschool attendance: Prospects, Parent Questionnaire; 2) Kindergarten Attendance (1st): Prospects, Student Abstract; 3) Kindergarten Attendance (3rd, 7th): Prospects, Student Questionnaire

Family Structure and Household Environment

Parental Marital Status

The presence of two parents in the child's home increases the child's socioemotional and cognitive development and may reduce the incidence of poverty. As shown in exhibit 1.9, a relatively strong negative relationship exists between the degree of concentration of poor students in schools and the likelihood that those students live in a two-parent household. Across all three grade cohorts, students in high-poverty schools are much less likely to be living in a two-parent household (i.e., a household in which the student's parent reported being married or living in a marriagelike relationship) than are students attending low-poverty schools.

Exhibit 1.9: Percentage of Students with Married Parents by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort □	88	84	77	71	64
3rd Grade Cohort ▨	87	84	72	76	65
7th Grade Cohort ■	86	83	78	67	51

School Poverty Concentration

Exhibit 1.10: Parental Marital Status by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Marital Status	TOTAL	School Poverty Concentration 0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Married (or living in a marriage-like relationship)	74.4%	88.0%	83.5%	76.7%	70.9%	64.2%
Divorced/widowed/separated	15.7%	10.8%	14.0%	16.4%	21.0%	20.7%
Never married	5.3%	*	2.5%	6.8%	8.2%	15.1%
Missing data	18.7	13.4	12.2	20.6	21.8	31.0
3rd Grade Cohort						
Married (or living in a marriage-like relationship)	76.0%	86.5%	84.3%	72.2%	75.7%	64.5%
Divorced/widowed/separated	16.1%	12.3%	13.6%	22.8%	19.6%	21.1%
Never married	3.9%	*	2.1%	5.1%	4.7%	14.4%
Missing data	23.0	16.0	18.6	30.1	21.3	32.0
7th Grade Cohort						
Married (or living in a marriage-like relationship)	76.9%	85.5%	82.8%	77.8%	66.5%	50.6%
Divorced/widowed/separated	17.2%	14.1%	15.3%	18.9%	25.5%	34.9%
Never married	2.8%	*	1.9%	3.3%	8.0%	14.5%
Missing data	25.4	20.2	20.1	23.1	40.8	42.4
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Parent Questionnaire

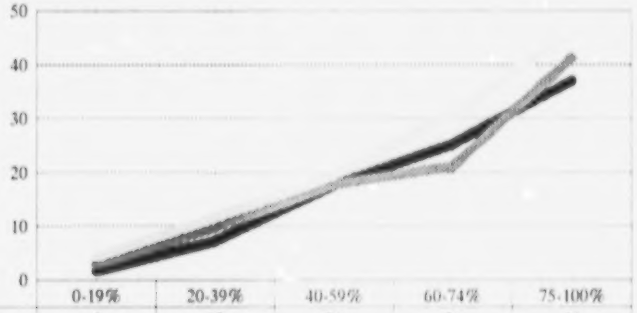
Total Family Annual Income

Poverty can have a devastating effect on the growth and development of young children, with consequences extending into their adult lives. Exhibits 1.11 and 1.12 display the strong relationship between the level of students' household income and the concentration of poverty at the school they attend. Not only are there higher percentages of children from poor families in high-poverty schools, of course, but the degree of economic disadvantagement of the families of students attending these schools is more severe than for students who attend schools with fewer poor students.

Exhibit 1.11 shows the percentage of students in each grade cohort whose parents reported total household incomes of under $10,000 per year for each of the five categories of school poverty concentration. The lowest school poverty category (which includes 24 to 32 percent of the children in each of the grade cohorts) contains very low proportions of children from families with household incomes below $10,000 per year (but includes very high proportions of families earning above $50,000 per year—exhibit 1.12). Schools with the highest concentrations of poor children present a mirror-image, with correspondingly high percentages of students with family incomes below $10,000 (and very small proportions of students from well-off families). To a great extent, schools reflect the social and economic stratification of the communities they serve.

Comparison of the percentages in exhibit 1.12 shows that children from families with higher incomes (over $50,000 per year) are 15 times more likely to attend schools that enroll less than 20 percent poor children than they are to attend schools with 75 percent or more poor children. Conversely, students from low-income families (i.e., less than $10,000 per year) are over 15 times more likely to be enrolled in schools with at least 75 percent poor children than they are to be attending schools with less than 20 percent of students from poor families. Across all grade cohorts, more than two-thirds of the children in low-poverty schools come from families with annual incomes of $35,000 or higher. At the same time, for all three grade cohorts, more than one-half of the students in schools with the highest concentration of poor students are from families with total annual incomes of less than $15,000.

Exhibit 1.11: Percentage of Students from Families with Total Annual Incomes under $10,000 by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort	4	12	20	31	46
3rd Grade Cohort ▨	3	10	18	21	41
7th Grade Cohort ■	2	7	18	25	37

School Poverty Concentration

Exhibit 1.12: Total Annual Family Income by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Total Annual Family Income	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
0 - 4,999	8.6%	1.7%	4.1%	9.0%	14.0%	25.1%
5,000 - 9,999	10.1%	2.6%	7.5%	10.6%	16.9%	20.7%
10,000 - 14,999	8.7%	4.0%	9.0%	8.8%	12.9%	12.7%
15,000 - 19,999	7.7%	2.8%	8.8%	10.4%	9.0%	10.2%
20,000 - 34,999	26.3%	20.8%	30.0%	31.4%	25.4%	21.1%
35,000 - 49,999	18.1%	22.6%	21.2%	17.5%	14.5%	7.0%
50,000 +	20.7%	45.6%	19.5%	12.2%	7.3%	3.3%
Missing data	25.1	22.2	19.2	25.8	26.7	36.2
3rd Grade Cohort						
0 - 4,999	5.9%	*	2.9%	7.7%	8.7%	23.3%
5,000 - 9,999	7.9%	2.9%	6.9%	10.2%	12.5%	18.0%
10,000 - 14,999	7.6%	2.5%	7.2%	8.7%	13.7%	13.4%
15,000 - 19,999	8.0%	5.3%	8.1%	10.9%	10.3%	12.2%
20,000 - 34,999	25.3%	19.7%	33.3%	24.7%	29.1%	20.0%
35,000 - 49,999	18.8%	21.4%	21.4%	18.9%	15.0%	9.2%
50,000 +	26.6%	47.3%	20.2%	18.9%	10.7%	3.9%
Missing data	28.6	22.9	24.9	34.0	27.5	36.4
7th Grade Cohort						
0 - 4,999	5.0%	*	2.7%	8.7%	15.0%	19.5%
5,000 - 9,999	5.8%	1.7%	4.6%	9.0%	10.3%	17.6%
10,000 - 14,999	7.5%	5.1%	5.6%	9.8%	14.6%	18.7%
15,000 - 19,999	8.1%	4.5%	10.0%	8.1%	13.7%	8.8%
20,000 - 34,999	26.7%	23.6%	28.6%	29.2%	23.2%	22.7%
35,000 - 49,000	19.9%	20.6%	22.6%	18.4%	13.1%	7.4%
50,000 +	26.9%	43.6%	25.7%	16.7%	10.1%	5.2%
Missing data	31.7	26.8	27.2	29.3	47.2	47.9
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Parent Questionnaire

Family Receipt of Public Assistance

As with family income, there is necessarily a strong positive relationship between family receipt of public assistance and the concentration of poor students in schools. For example, as depicted in exhibit 1.13 for third-grade cohort students, the parents of children in high-poverty schools were about 16 times more likely to report receiving Aid to Families with Dependent Children (AFDC), the nation's largest cash assistance program for poor families, than were parents of children in low-poverty schools. Similar differences for students in high- and low-poverty schools were found for the first- and seventh-grade cohorts.

Exhibit 1.13: Percentage of 3rd Grade Cohort Students whose Families Receive AFDC by School Poverty Concentration and Grade Cohort

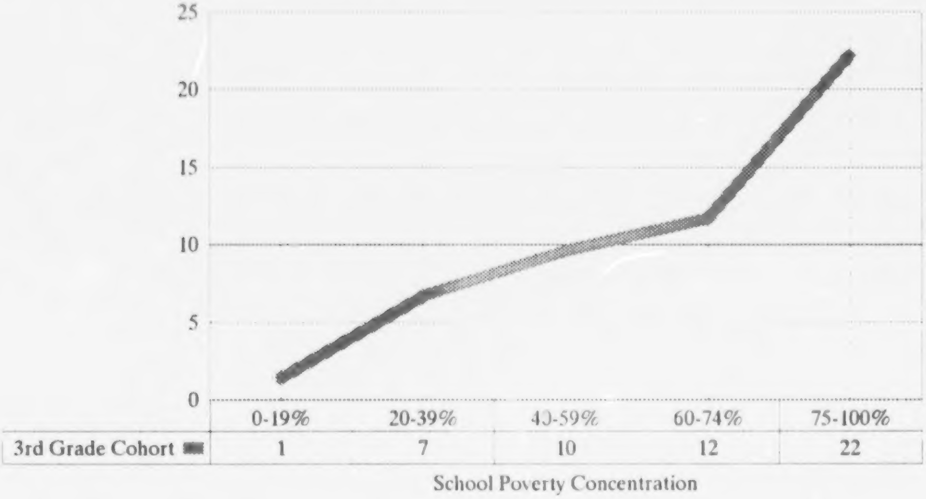


Exhibit 1.14: Family Receipt of Public Assistance by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Family's Receipt of Public Assistance	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
AFDC	11.0%	2.3%	7.6%	12.4%	18.0%	26.6%
SSI	2.0%	0.8%	1.7%	2.7%	2.1%	4.5%
Unemployment benefits	6.4%	3.8%	10.3%	7.4%	4.8%	5.0%
Missing data	21.9	18.7	14.5	22.8	23.6	35.8
3rd Grade Cohort						
AFDC	7.9%	1.4%	6.7%	9.6%	11.7%	22.2%
SSI	2.1%	0.5%	1.4%	2.8%	3.1%	5.2%
Unemployment benefits	6.9%	4.9%	10.5%	6.5%	7.5%	6.1%
Missing data	25.5	18.8	20.5	32.2	24.8	35.6
7th Grade Cohort						
AFDC	5.4%	1.5%	4.7%	7.2%	11.6%	18.4%
SSI	3.0%	1.3%	3.4%	3.6%	5.4%	5.2%
Unemployment benefits	6.8%	5.7%	6.5%	9.1%	6.0%	5.4%
Missing data	28.3	22.4	23.7	26.5	44.8	46.1
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Parent Questionnaire

Mother's Education

Maternal education can affect children's development in two ways. Low educational attainment can reduce employability and increase the likelihood of family poverty. Limited schooling can also diminish the mother's ability to serve as her child's first teacher.

Exhibit 1.16 shows the same negative relationship in mothers' educational attainment seen in the previous tables on family income and welfare receipt. The mothers of two-thirds of the children attending high-poverty schools in all three grade cohorts reported attaining, at most, a high school diploma, while the mothers of two-thirds of the children attending low-poverty schools in all three grade cohorts reported at least some educational activity beyond high school. Across all grade cohorts, students in low-poverty schools are more than seven times as likely as those in high-poverty schools to have mothers who have obtained a bachelor's, master's or higher degree. Moreover, students in the low-poverty schools are three to five times as likely to have college-educated mothers as students in the second-highest school poverty concentration category (those with 60 to 74 percent poor students).

Exhibit 1.15: Percentage of 3rd Grade Cohort Students whose Mothers Have not Completed High School by School Poverty Concentration

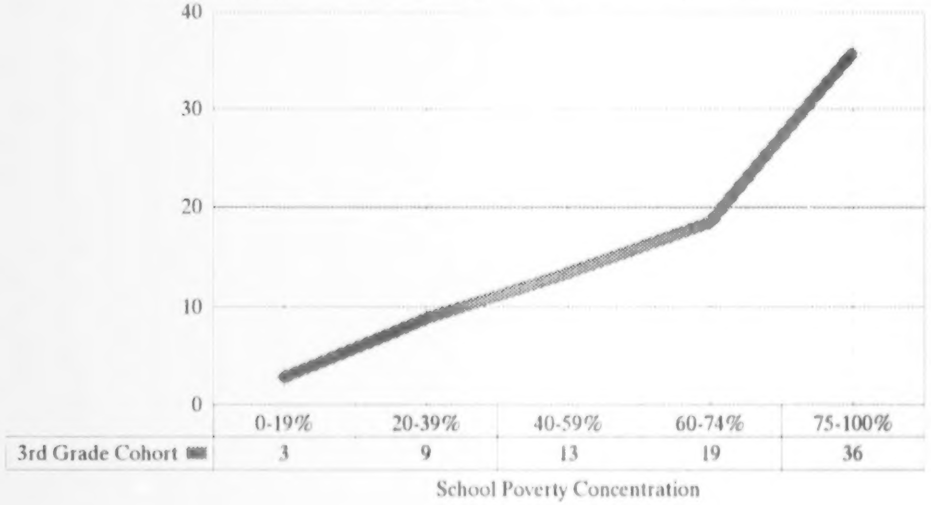


Exhibit 1.16: Mother's Highest Educational Attainment by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Mother's Highest Educational Attainment	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Less than high school diploma	13.3%	3.5%	7.2%	13.9%	26.5%	31.3%
High school diploma/GED	31.2%	20.1%	37.2%	31.4%	35.0%	36.7%
Vocational/trade school	10.6%	8.8%	10.8%	9.2%	10.5%	10.8%
Some college	19.5%	22.4%	21.3%	21.7%	16.2%	12.6%
2-Year college degree	8.1%	9.6%	8.8%	8.7%	6.5%	3.8%
4-Year college degree	13.2%	26.4%	11.9%	11.1%	4.0%	3.5%
Master's/Ph.D.	4.2%	9.3%	3.0%	4.0%	1.5%	1.4%
Missing data	22.1	15.7	14.7	23.7	27.9	36.2
3rd Grade Cohort						
Less than high school diploma	11.1%	2.8%	8.8%	13.4%	18.5%	35.7%
High school diploma/GED	31.6%	25.2%	39.7%	31.3%	35.9%	32.0%
Vocational/trade school	10.3%	8.3%	11.9%	10.9%	8.1%	8.9%
Some college	18.0%	19.8%	16.8%	17.3%	21.0%	14.2%
2-Year college degree	7.9%	9.5%	8.2%	5.4%	8.2%	4.5%
4-Year college degree	14.3%	22.5%	11.0%	13.1%	7.1%	2.8%
Master's/Ph.D.	6.9%	12.2%	3.7%	8.7%	1.2%	1.9%
Missing data	25.3	17.2	20.8	34.1	24.4	36.0
7th Grade Cohort						
Less than high school diploma	12.6%	5.9%	8.5%	20.8%	25.6%	36.2%
High school diploma/GED	33.5%	28.1%	36.7%	36.2%	30.3%	29.4%
Vocational/trade school	10.0%	12.1%	10.0%	7.2%	8.2%	11.4%
Some college	17.9%	14.1%	21.5%	17.5%	14.5%	15.3%
2-Year college degree	7.7%	9.0%	8.4%	5.0%	10.6%	4.6%
4-Year college degree	12.6%	18.9%	11.2%	10.4%	7.5%	1.8%
Master's/Ph.D.	5.8%	12.1%	3.4%	3.1%	3.3%	1.6%
Missing data	27.7	23.2	21.7	26.3	44.3	44.6
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

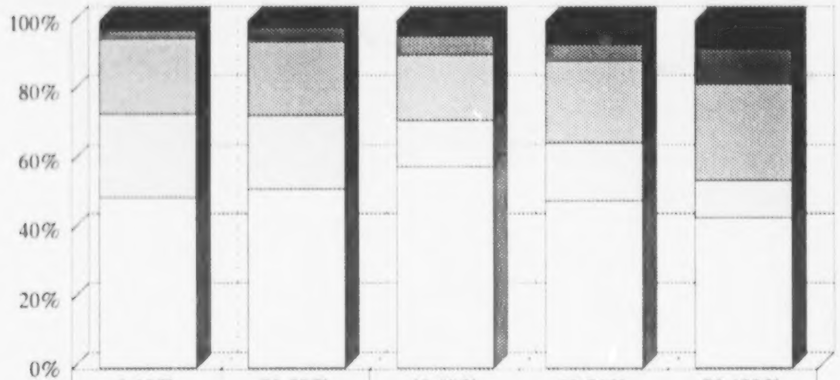
Source: Prospects, Parent Questionnaire

Mother's Employment Status

Over half of the mothers of children in all grade cohorts, and in all school poverty concentration categories, reported that they were employed outside the home. The incidence of maternal employment (either full or part time) ranged from a low of 50.8 percent for mothers of first-grade cohort students in high-poverty schools to a high of 78.6 percent for mothers of seventh-grade cohort students in low-poverty schools (exhibits 1.17 and 1.18). However, mothers' employment was generally higher for students in low-poverty schools. Mothers of children in low-poverty schools are from 29 percent (first-grade cohort) to 34 percent (seventh-grade cohort) more likely to be employed outside the home than the mothers of children in high-poverty schools.

These findings are consistent with the information previously presented on household income and receipt of public assistance.

Exhibit 1.17: Mother's Employment Status for 3rd Grade Cohort Students by School Poverty Concentration



	0-19%	20-39%	40-59%	60-74%	75-100%
Other ■	3	2	4	7	8
Unemployed ■	2	4	5	5	10
Homemaker ▨	22	21	19	24	28
Part Time ☐	24	21	13	17	11
Full Time ☐	49	51	58	48	43

School Poverty Concentration

Exhibit 1.18: Mother's Employment Status by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

		Student Poverty Concentration				
Mother's Employment Status	TOTAL	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Works full time	44.7%	43.6%	45.7%	49.2%	41.9%	38.8%
Works part time	17.2%	21.8%	17.0%	15.5%	15.0%	12.0%
Homemaker	30.0%	30.2%	29.5%	26.2%	33.2%	34.2%
Unemployed	3.9%	1.5%	3.3%	4.1%	5.8%	9.8%
Retired/disabled	0.8%	0.0%	0.0%	0.0%	1.6%	2.4%
Student	3.2%	2.4%	4.5%	4.1%	2.5%	2.9%
Missing data	21.0	17.9	13.0	22.0	23.2	35.6
3rd Grade Cohort						
Works full time	49.9%	48.7%	51.1%	58.0%	48.2%	43.1%
Works part time	19.8%	24.0%	21.2%	13.4%	16.9%	11.0%
Homemaker	22.1%	21.8%	21.0%	19.1%	23.7%	27.9%
Unemployed	4.2%	2.3%	4.1%	5.4%	4.9%	10.1%
Retired/disabled	1.5%	0.0%	0.0%	2.2%	3.4%	4.0%
Student	2.4%	2.5%	1.7%	1.9%	3.1%	4.0%
Missing data	25.1	18.6	20.4	31.4	22.2	35.8
7th Grade Cohort						
Works full time	52.7%	54.1%	53.5%	51.6%	48.8%	47.5%
Works part time	18.7%	24.5%	18.7%	14.5%	12.9%	10.5%
Homemaker	20.8%	16.6%	21.4%	23.3%	25.1%	25.3%
Unemployed	3.7%	2.4%	2.3%	5.5%	7.3%	11.2%
Retired/disabled	1.7%	0.0%	2.8%	2.9%	0.0%	0.0%
Student	2.3%	0.0%	2.8%	2.9%	0.0%	0.0%
Missing data	27.3	21.8	23.0	24.4	43.4	42.2
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

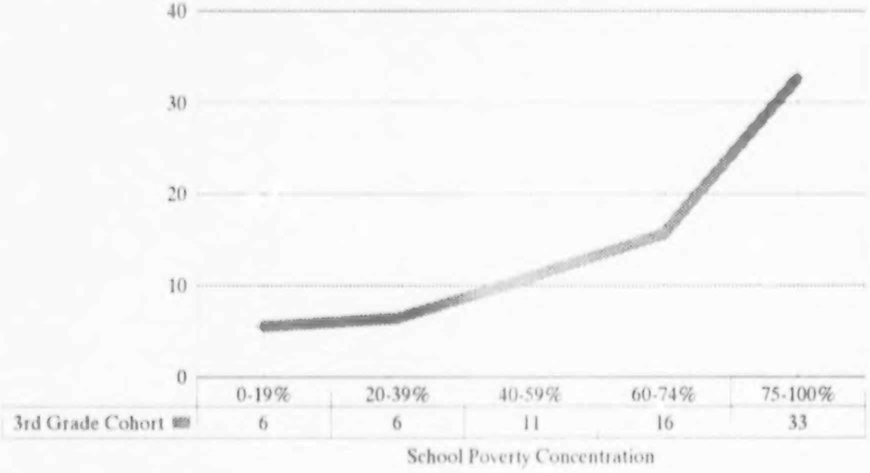
Source: Prospects, Parent Questionnaire

Parents' Native Language

Although the ability to speak a language other than English can be an asset, children living in a household with nonnative speakers of English may experience increased difficulty at school. To examine this issue, parents were asked whether English was their native language. As shown in exhibits 1.19 and 1.20, children in high-poverty schools have a much greater likelihood than students in low-poverty schools of coming from a family where English is *not* the parents' native language. Twenty-eight percent of students in the first-grade cohort at the highest-poverty schools live in a family where English is not the parents' native language, compared with only 8 percent at the lowest-poverty schools. Among students in the third-grade cohort, the comparable figures are 33 percent in high-poverty schools and 6 percent in low-poverty schools. For the students in the seventh-grade cohort, the percentages are 22 percent in high-poverty schools and 7 percent in low-poverty schools. The percentage of non-native-English-speaking families in all grade cohorts is noticeably lower in the 60 to 74 percent category of school poverty concentration than in the highest-poverty schools, but nevertheless remains between two and three times the percentage of such families found in the lowest-poverty schools.

Estimates of the percentage of families whose native language is other than English are typically biased downward by the limitations in English-language fluency of the families that this type of survey question is intended to identify. To reduce this problem, ***Prospects*** used Spanish translations of survey questionnaires and related materials sent to students' parents. However, because no other translations were available, these data are likely to underestimate the percentage of families with a non-English native language other than Spanish, especially if these families have little or no proficiency in English. Additional data gleaned from multiple data sources on students' language-minority status and limited English proficiency (LEP) and presented in Part 4 of this interim report are generally consistent with the trends in parental responses, by school poverty, displayed here.

Exhibit 1.19: Percentage of 3rd Grade Cohort Students whose Parents' Native Language Is not English by School Poverty Concentration



	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort ▬	6	6	11	16	33

Exhibit 1:20: Parents' Native Language by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Is English Your Native Language?	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Yes	89.4%	92.2%	95.2%	90.2%	85.8%	72.1%
No	10.6%	7.8%	4.8%	9.8%	14.5%	27.9%
Missing data	18.6	13.8	11.9	20.8	21.3	31.0
3rd Grade Cohort						
Yes	89.3%	94.5%	93.6%	89.1%	84.3%	67.3%
No	10.7%	5.5%	6.4%	10.9%	15.7%	32.7%
Missing data	23.0	16.0	18.8	30.2	21.4	31.6
7th Grade Cohort						
Yes	90.1%	93.5%	95.0%	81.8%	84.1%	77.7%
No	9.9%	6.5%	5.0%	18.2%	15.9%	22.3%
Missing data	25.5	21.1	19.9	23.2	42.2	42.1
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Parent Questionnaire

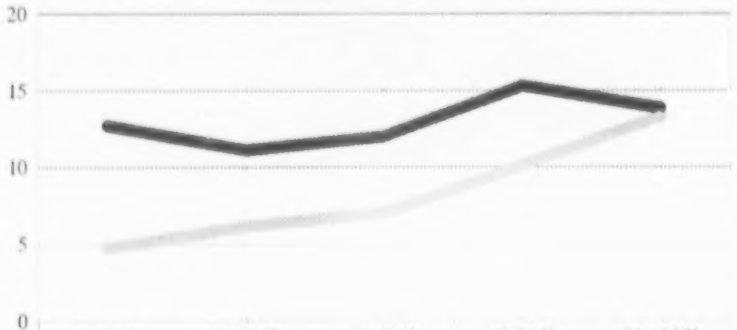
Child Supervision

Time spent alone after school can affect the extent to which students are making appropriate use of their day, including attention to study and homework. To examine this issue, students in the third- and seventh-grade cohorts were asked about the amount of time they typically spend alone at home after school. The patterns of responses (exhibits 1.21 and 1.22) indicate somewhat different patterns, across school poverty concentration categories, in the levels of child supervision provided for the two cohorts. Regardless of the level of school, more than half the students in the third-grade cohort reported that they do not spend any time at home alone after school. About three-fourths of the children in all poverty classifications spend less than one hour at home alone. However, there appears to be a modest correlation between level of school poverty and the likelihood that children spend large blocks of unsupervised time after school. For example, for the third-grade cohort, more than one child in eight enrolled in high-poverty schools reported that they were usually left alone for more than three hours after coming home from school—about three times the percentage reported by children in the lowest category of school poverty.

The response pattern is quite different for children in the seventh-grade cohort. For these students, there is very little variation across levels of school poverty in the proportion who report spending three hours or more alone after school (about one child in eight). However, substantial differences among students in different school poverty categories were observed in the proportion reporting no unsupervised after school time—ranging from a low of 8 percent in the lowest-poverty schools, and rising steadily with increasing poverty level to a high of 22 percent of the seventh-grade cohort in the highest-poverty schools.

The differences in patterns for the two cohorts are likely to arise from the higher levels of nonresponse within the seventh-grade cohort, which could be masking greater similarities between the two cohorts, for example, if the nonrespondents in the older cohort in higher poverty schools are more likely to be unsupervised for larger amounts of time.

Exhibit 1.21: Percentage of Students Left at Home Alone for More than Three Hours after School by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort □	5	6	7	10	13
7th Grade Cohort ■	13	11	12	15	14

School Poverty Concentration

Exhibit 1.22: Typical Amounts of Time Spent by Students at Home Alone after School by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

On Average, How Much Time is Spent After School with No Adult Present?	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
None	58.1%	58.6%	61.3%	57.7%	55.8%	56.7%
Less than 1 hour	18.1%	19.4%	16.7%	17.6%	18.8%	16.8%
1 to 2 hours	11.3%	12.5%	10.5%	12.7%	10.4%	8.2%
2 to 3 hours	5.2%	4.8%	5.5%	5.0%	4.9%	5.0%
Over 3 hours	7.2%	4.7%	6.1%	7.0%	10.1%	13.3%
Missing data	16.1	12.3	14.4	14.2	15.6	18.3
7th Grade Cohort						
None	11.0%	7.7%	9.2%	13.6%	18.5%	21.6%
Less than 1 hour	31.8%	32.8%	30.9%	33.8%	26.2%	25.5%
1 to 2 hours	30.9%	31.5%	33.5%	28.3%	31.0%	24.3%
2 to 3 hours	14.3%	15.4%	15.3%	12.3%	9.0%	14.8%
Over 3 hours	12.1%	12.7%	11.1%	12.0%	15.3%	13.8%
Missing data	23.2	20.2	19.4	23.0	28.0	33.1
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

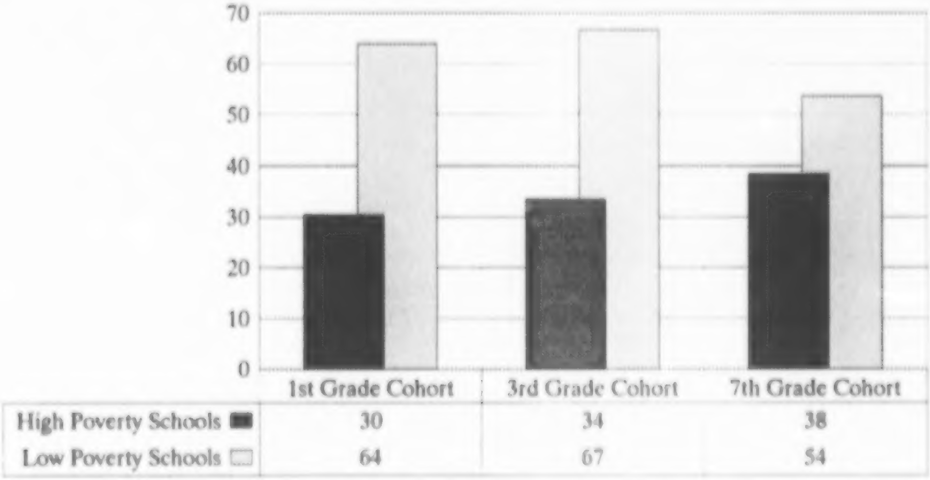
Parental Involvement in Educational Activities with Their Children Outside of School

Elementary and secondary school students spend only a fraction of their time in a school setting. Thus, most of the opportunity for motivating children toward education and learning occurs outside of school hours and under the direct control of parents and other adults. Regardless of grade level, children in the poorer communities enjoy substantially fewer experiences of this kind.

Activities Done with Child. Parents were asked about whether they and their children together engaged in any of a list of activities typically associated with educational goals, such as visiting a library, attending concerts, going to art museums or galleries, or visiting science or history museums. With the exception of attending music concerts, parents of students in the third-grade cohort were generally more likely than parents of students in the first- and seventh-grade cohorts to report doing all of the listed activities with their children. Parents of students in the first- and seventh-grade cohorts were about equally likely to report visiting museums with their children, while parents of students in the first-grade cohort were more likely than parents of students in the seventh-grade cohort to take their children to a library.

Differences in the likelihood of specific parent-child educational activities are usually much larger between the highest and lowest categories of school poverty than those found among the three grade cohorts. For example, students in the first-grade cohort in low-poverty schools are more than twice as likely as students in high-poverty schools to visit science or history museums with their parents (64 percent vs. 30 percent). Similar relationships are also observed for third- and seventh-grade cohort students.

Exhibit 1.23: Percentage of Students whose Parents Have Taken Them to Science or History Museums by School Poverty Concentration and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
High Poverty Schools ■	30	34	38
Low Poverty Schools ☐	64	67	54

Exhibit 1.24: Parents' Activities with Child by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Parents' Activities with Child	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Library	65.7%	80.2%	68.0%	60.5%	56.4%	53.1%
Concerts	40.6%	50.1%	40.7%	42.4%	29.9%	35.7%
Art museums	29.5%	38.8%	26.5%	31.3%	23.1%	26.8%
Science/history museums	42.8%	64.0%	40.6%	39.9%	28.0%	30.4%
Missing data	18.5	13.4	11.9	20.2	21.4	31.2
3rd Grade Cohort						
Library	70.2%	82.0%	69.7%	68.0%	58.8%	56.4%
Concerts	50.9%	58.9%	52.7%	47.1%	40.1%	37.0%
Art museums	37.0%	46.3%	33.3%	34.9%	26.9%	31.6%
Science/history museums	50.2%	66.7%	45.0%	47.4%	35.6%	33.6%
Missing data	22.8	15.9	18.5	29.8	21.1	31.6
7th Grade Cohort						
Library	55.0%	66.2%	55.0%	46.0%	45.4%	44.1%
Concerts	51.1%	57.7%	50.0%	46.9%	48.6%	45.6%
Art museums	30.4%	37.5%	27.3%	26.0%	26.7%	37.4%
Science/history museums	40.3%	53.6%	38.0%	31.0%	26.8%	38.4%
Missing data	25.1	21.2	19.5	22.8	41.0	40.9
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

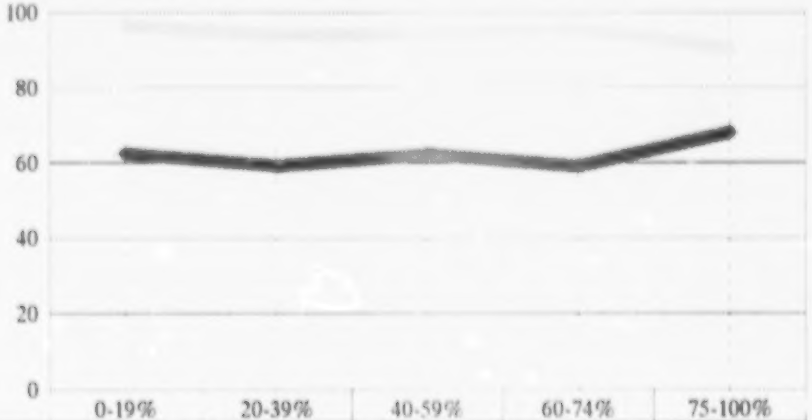
Source: Prospects, Parent Questionnaire

Parental Academic Assistance

Parents were also asked about the extent to which they help their children with academic work. This section presents data related to parental involvement in reading to or with their children, parental assistance with homework, setting family rules on children's education-related activities, and the availability of educational resources at home.

Reading to or with Child. Parents were asked how often they or another adult in the household read to or with their children. As expected, the prevalence of such behavior decreases sharply with the age of the child. These data also indicate that there are generally small differences in the extent to which parents report reading to or with their child by level of school poverty in both the first- and third-grade cohorts (exhibits 1.25 and 1.26). The most noticeable differences are found in the seventh-grade cohort where parents of students in high-poverty schools are more likely to report that they read with their child at least weekly than are parents of students in low-poverty schools (39 percent vs. 17 percent, summing the percentages of the first two rows of the table).

Exhibit 1.25: Percentage of Students whose Parents Read to or with Them each Week by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort □	96	94	94	95	90
3rd Grade Cohort ■	62	59	62	59	68

School Poverty Concentration

Exhibit 1.26: Parental Reading to or with Child by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

		School Poverty Concentration				
Parent Reads to or with Child	TOTAL	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Daily	51.0%	56.4%	46.5%	48.6%	55.8%	42.0%
1 to 2 times per week	43.6%	39.9%	47.3%	45.8%	39.6%	48.3%
Less than once a month	4.0%	2.9%	4.8%	5.0%	2.6%	6.2%
Rarely if ever	1.4%	0.8%	1.4%	0.6%	2.0%	3.4%
Missing data	18.8	13.2	12.2	20.6	21.7	31.6
3rd Grade Cohort						
Daily	16.6%	16.2%	15.2%	14.3%	17.1%	20.7%
1 to 2 times per week	45.5%	46.1%	43.9%	47.9%	41.9%	47.2%
Less than once a month	25.5%	27.2%	27.5%	24.7%	26.2%	18.1%
Rarely if ever	12.4%	10.4%	13.4%	13.1%	14.8%	14.0%
Missing data	23.9	17.5	19.2	30.8	22.0	32.5
7th Grade Cohort						
Daily	5.4%	3.9%	4.9%	5.0%	10.2%	14.4%
1 to 2 times per week	15.9%	12.7%	15.4%	17.9%	20.6%	24.6%
Less than once a month	22.4%	25.3%	22.1%	22.1%	19.2%	14.3%
Rarely if ever	56.3%	58.1%	57.7%	55.0%	50.0%	46.7%
Missing data	26.9	23.0	21.1	25.1	43.1	42.9
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

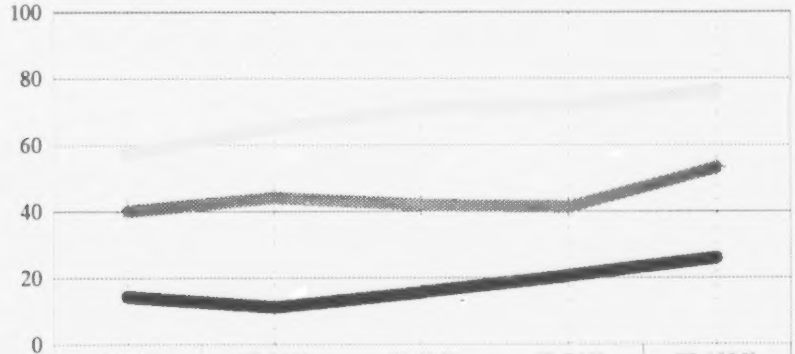
* = fewer than 20 sample cases in cell.

Source: Prospects, Parent Questionnaire

Helping Child With Homework. Parents were also asked whether they helped their child with homework assignments. These data, presented in exhibits 1.27 and 1.28, indicate a negative relationship between the proportion of parents assisting on a daily basis and the students' grade cohort, with nearly two-thirds of the parents of students in the first-grade cohort indicating daily involvement compared with only about one-seventh of the parents of the seventh-grade cohort.

The data also indicate a moderate relationship between frequency of parental homework assistance and level of school poverty. The observed differences are similar to those found for parental involvement in reading to or with their children, and are opposite to those found for parental involvement with their children in cultural activities outside the home. For all three student cohorts, both daily *and* weekly parental assistance with homework is more commonly reported by parents of students in the high-poverty schools. The difference between high- and low-poverty categories appears to be similar (approximately 6 to 9 percentage points) for all three student grade cohorts, despite the significant differences in average level of parental homework assistance across the three grade cohorts.

Exhibit 1.27: Percentage of Students whose Parents Provide Daily Help with Homework by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort ▬	57	65	71	72	76
3rd Grade Cohort ▬	40	44	42	41	53
7th Grade Cohort ▬	14	11	16	21	26

School Poverty Concentration

Exhibit 1.28: Parental Help with Homework by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Parental Help with Homework	TOTAL	School Poverty Concentration 0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Daily	64.5%	57.3%	65.0%	71.0%	71.8%	76.3%
1 to 2 times per week	27.6%	31.4%	32.7%	24.6%	23.3%	19.2%
Less than once a month	4.3%	6.3%	6.2%	2.5%	2.9%	1.4%
Rarely if ever	3.6%	5.0%	5.0%	1.8%	1.9%	3.2%
Missing data	18.8	15.6	12.3	19.9	21.0	28.2
3rd Grade Cohort						
Daily	43.4%	39.9%	44.0%	41.8%	41.1%	53.3%
1 to 2 times per week	44.1%	47.1%	44.1%	45.2%	43.7%	34.6%
Less than once a month	8.1%	8.8%	7.6%	8.7%	10.3%	6.3%
Rarely if ever	4.4%	4.2%	4.3%	4.4%	4.9%	5.8%
Missing data	22.7	15.9	18.5	29.7	21.0	31.0
7th Grade Cohort						
Daily	14.3%	14.2%	11.1%	15.7%	20.6%	26.0%
1 to 2 times per week	40.5%	41.2%	41.5%	39.1%	39.6%	36.0%
Less than once a month	22.8%	24.9%	23.5%	23.0%	17.7%	10.5%
Rarely if ever	22.5%	19.7%	23.9%	22.2%	22.2%	27.5%
Missing data	25.3	21.3	19.8	23.0	41.5	41.1
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Parent Questionnaire

Family Rules. Parents were asked whether they had "rules in your family that your child must follow" concerning a range of activities generally considered to be related to orderly family life and support for educational goals—including completion of homework assignments, restrictions on television viewing, contribution to household chores, and selection of friends. These data are presented in exhibits 1.29 and 1.30.

Prospects data suggest that there are surprisingly few differences between families in low- and high-poverty schools with respect to the behavioral rules parents establish for their children. Although these data do not reveal what the specific content of the rules is or how they are implemented, the range of behaviors governed by family rules is strikingly similar—even across the three grade spans—with rules about homework and when the child comes home being the most common. The one consistent difference relates to rules about the child's selection of friends. Such rules are more commonly set by the parents of students in high-poverty schools.

Exhibit 1.29: Percentages of 3rd Grade Cohort Students whose Parents Set Rules in the Home for Specified Behaviors by School Poverty Concentration

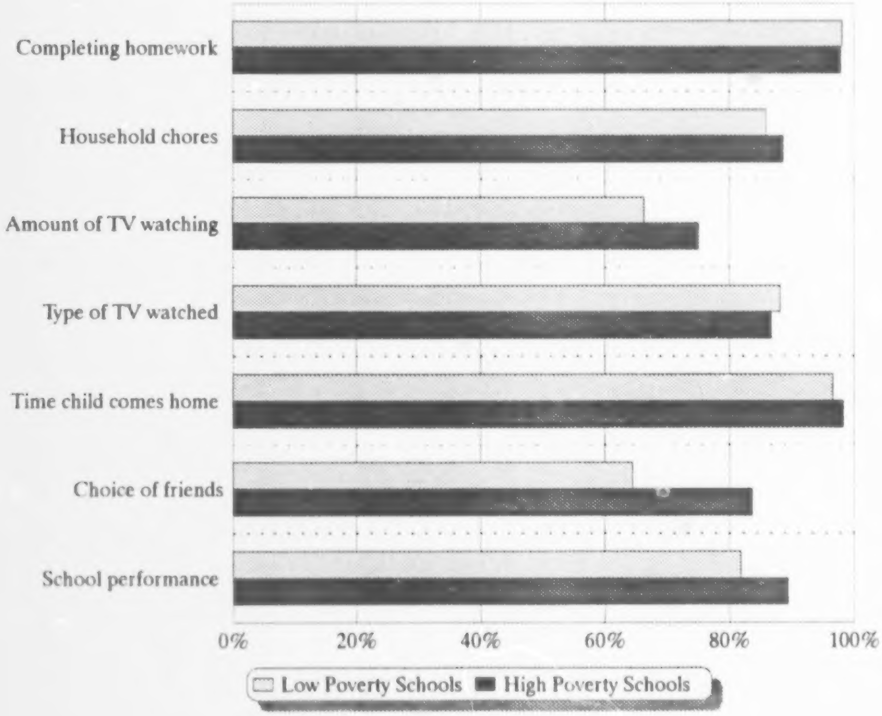


Exhibit 1.30: Family Rules in Student's Home by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Do you have rules in your family that your child must follow about any of the following activities?	TOTAL	School Poverty Concentration 0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Completing homework assignments						
Yes	96.0%	94.8%	96.3%	97.2%	97.3%	97.2%
Missing data	18.2	13.8	11.9	19.7	21.1	29.2
Doing household chores						
Yes	83.8%	82.1%	84.4%	83.4%	86.3%	82.4%
Missing data	18.2	13.3	11.6	20.3	21.3	30.0
Amount of TV watched						
Yes	67.3%	69.8%	63.3%	66.4%	68.8%	72.4%
Missing data	18.5	13.6	12.0	20.4	21.6	30.7
Type of TV watched						
Yes	90.6%	91.6%	91.9%	90.4%	90.7%	87.4%
Missing data	19.0	13.4	12.2	20.5	23.0	31.6
What time child must be home						
Yes	95.3%	93.7%	95.0%	95.4%	97.0%	97.0%
Missing data	19.1	13.7	11.7	20.7	23.0	32.6
Who child's friends are						
Yes	65.6%	60.9%	60.7%	71.9%	69.1%	79.4%
Missing data	19.1	13.4	12.3	20.8	22.4	32.6
Level of school performance						
Yes	79.3%	76.1%	78.3%	82.7%	78.9%	88.3%
Missing data	19.3	13.6	12.3	20.8	23.0	33.2
3rd Grade Cohort						
Completing homework assignments						
Yes	97.9%	98.1%	98.3%	98.3%	96.1%	97.9%
Missing data	22.4	15.7	18.3	29.8	20.7	29.8
Doing household chores						
Yes	87.5%	86.0%	89.3%	86.1%	86.1%	88.7%
Missing data	22.8	16.0	18.4	30.0	21.5	30.7
Amount of TV watched						
Yes	67.5%	66.4%	64.5%	68.7%	65.6%	75.1%
Missing data	23.1	16.2	18.8	30.1	21.9	31.1
Type of TV watched						
Yes	87.9%	88.2%	88.9%	87.6%	86.6%	86.8%
Missing data	23.3	16.3	19.1	30.3	21.9	31.9
What time child must be home						
Yes	96.9%	96.6%	97.6%	95.3%	97.6%	98.3%
Missing data	23.1	16.2	18.4	30.2	21.9	32.0
Who child's friends are						
Yes	68.9%	64.5%	68.0%	74.6%	70.5%	83.7%
Missing data	23.2	16.2	18.7	30.3	22.2	32.1
Level of school performance						
Yes	84.9%	81.9%	85.7%	87.2%	87.2%	89.4%
Missing data	23.6	16.4	18.8	30.7	23.4	32.8
7th Grade Cohort						
Completing homework assignments						
Yes	93.9%	94.0%	93.7%	93.3%	96.1%	96.1%
Missing data	25.0	20.8	19.4	22.8	41.0	41.0
Doing household chores						
Yes	91.0%	88.3%	91.7%	91.4%	93.9%	95.7%
Missing data	25.0	20.7	19.3	23.0	40.9	41.0
Amount of TV watched						
Yes	52.7%	51.8%	49.8%	53.4%	57.8%	69.8%
Missing data	25.3	21.0	19.6	23.4	41.4	41.1
Type of TV watched						
Yes	73.2%	70.0%	77.1%	69.1%	76.3%	76.6%
Missing data	25.3	21.2	19.6	23.4	41.1	41.6
What time child must be home						
Yes	97.0%	96.9%	97.3%	96.3%	96.9%	98.6%
Missing data	25.2	21.2	19.4	23.2	41.0	41.1
Who child's friends are						
Yes	69.2%	59.9%	70.7%	73.4%	74.1%	84.6%
Missing data	25.3	21.2	19.7	23.4	41.6	41.1
Level of school performance						
Yes	86.9%	85.2%	87.3%	87.1%	89.2*%	90.4%
Missing data	25.6	21.4	19.7	23.8	41.7	42.1
Total Weighted N						
1st Grade Cohort	3,555,519	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,494	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,024	783,549	1,082,225	629,226	177,331	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status

* = fewer than 20 sample cases in cell

Source: Prospects, Student Profile

Home Educational Resources. Finally, parents were asked whether they had certain items in their home, including such educational resources as newspapers and magazines, an encyclopedia, more than 50 books, and a computer. Data on parental responses are shown in exhibits 1.31 and 1.32.

As expected, parents of children attending low-poverty schools were more likely than parents of students in high-poverty schools to indicate the presence of virtually all of the types of resources listed in the questionnaire. Exhibit 1.31 displays a few of the items on which the biggest or most consistent differences were found for students in the third-grade cohort. These items include both relatively inexpensive resources, such as a daily newspaper, as well as expensive ones, such as an encyclopedia and especially a computer in the home. Next to computers, a typewriter was the resource with the next largest consistent difference across parents in low- and high-poverty schools.

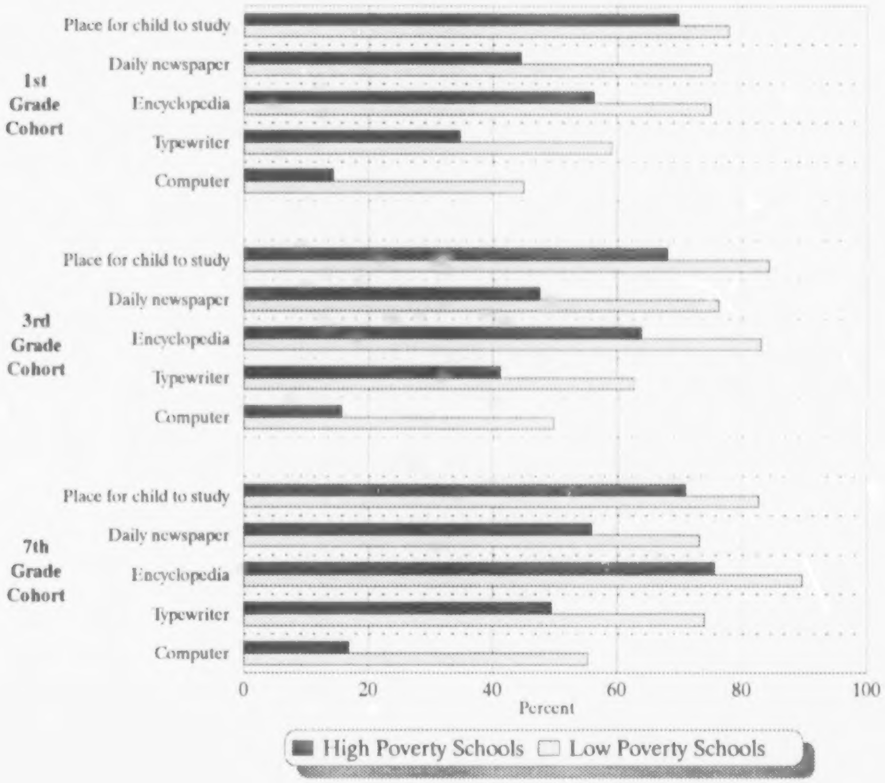


Exhibit 1.31: Percentage of Students whose Parents Report Having Specified Educational Resources in the Home by School Poverty Concentration and Grade Cohort

Exhibit 1.32: Percentage of Students with Access to Home Educational Resources by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Students' Access to Home Educational Resources	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Daily newspaper	56.9%	75.2%	56.6%	53.0%	43.0%	44.6%
Dictionary	91.9%	96.8%	91.5%	93.7%	87.6%	84.6%
Encyclopedia/other reference book	69.1%	75.1%	71.3%	71.0%	63.7%	56.4%
Regular magazine	71.5%	85.3%	76.6%	69.1%	59.1%	48.8%
Tape recorder/cassette player	95.4%	98.1%	97.4%	96.0%	92.3%	87.8%
Record player	77.4%	81.1%	78.0%	79.6%	73.6%	71.5%
Color TV	98.2%	99.1%	98.2%	98.2%	98.0%	96.0%
Video games	70.7%	72.5%	72.1%	73.0%	67.9%	66.3%
Typewriter	48.3%	59.2%	54.2%	48.1%	33.8%	34.8%
Computer	28.1%	45.1%	28.6%	24.6%	17.0%	14.4%
More than 50 books	84.6%	95.9%	90.4%	84.0%	73.3%	61.7%
Video recorder or VCR	89.0%	95.7%	93.0%	89.2%	82.5%	75.3%
Pocket calculator	80.3%	95.8%	93.4%	90.5%	85.1%	76.0%
Missing data	20.0	14.0	13.1	20.7	22.3	31.9
3rd Grade Cohort						
Daily newspaper	62.5%	76.4%	59.5%	59.0%	44.1%	47.6%
Dictionary	97.0%	99.2%	97.7%	97.0%	94.2%	90.1%
Encyclopedia/other reference book	78.4%	83.2%	79.7%	77.8%	74.3%	64.0%
Regular magazine	76.1%	87.1%	76.8%	71.9%	67.4%	51.6%
Tape recorder/cassette player	96.8%	98.5%	98.7%	97.0%	95.1%	88.5%
Record player	80.1%	83.6%	79.4%	79.6%	77.7%	72.8%
Color TV	99.1%	99.3%	99.4%	99.3%	99.0%	96.9%
Video games	81.9%	83.4%	84.5%	80.7%	79.6%	75.6%
Typewriter	57.4%	62.9%	58.5%	54.7%	54.6%	41.3%
Computer	35.7%	49.9%	32.8%	30.7%	24.3%	15.8%
More than 50 books	88.1%	95.5%	91.4%	85.8%	83.1%	64.8%
Video recorder or VCR	92.5%	97.1%	94.5%	90.6%	88.8%	79.9%
Pocket calculator	75.7%	97.4%	94.4%	91.0%	89.8%	82.7%
Missing data	24.6	17.0	19.4	31.1	23.4	34.9
7th Grade Cohort						
Daily newspaper	65.1%	73.3%	67.4%	55.6%	51.9%	56.0%
Dictionary	98.5%	99.7%	99.3%	96.5%	98.7%	95.4%
Encyclopedia/other reference book	85.0%	89.7%	86.4%	80.5%	76.3%	75.7%
Regular magazine	77.6%	88.1%	78.9%	69.6%	64.4%	58.9%
Tape recorder/cassette player	97.6%	99.4%	98.3%	96.9%	94.5%	90.3%
Record player	86.3%	89.4%	87.1%	82.8%	86.7%	78.8%
Color TV	98.9%	99.6%	99.1%	98.3%	97.9%	97.1%
Video games	82.6%	82.6%	86.7%	78.5%	83.2%	69.4%
Typewriter	67.3%	74.1%	70.7%	59.2%	57.1%	49.5%
Computer	39.1%	55.4%	37.2%	31.0%	21.2%	16.9%
More than 50 books	87.1%	92.9%	90.0%	81.9%	75.8%	67.6%
Video recorder or VCR	91.3%	95.1%	93.9%	87.8%	84.9%	72.9%
Pocket calculator	95.8%	98.6%	97.7%	92.9%	90.2%	84.1%
Missing data	26.0	21.9	20.0	24.1	43.6	42.8
Total Weighted N						
1st Grade Cohort	3,555,519	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,494	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,024	783,549	1,082,225	629,226	177,331	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.
Source: Prospects, Parent Questionnaires

Students' School-Related Activities

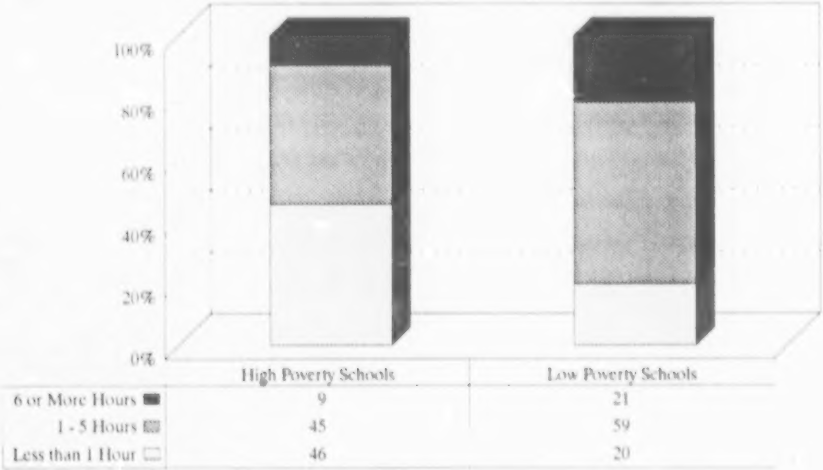
In addition to the time students spend in the classroom, the extent to which they are involved in academic pursuits during their free time can influence their growth and development. Time spent doing homework, reading for pleasure, or taking advantage of the public library can increase their academic achievement; time spent watching television, in contrast, can exert a negative influence.

Homework. Students were asked about a variety of behaviors or activities that may support (or hinder) their academic performance in school. These included questions about time spent doing homework each week, reading for pleasure outside school, use of public libraries, and time spent watching television. Because first-grade students were not asked to complete a questionnaire, these data exist only for the two older grade cohorts. Readers should note that to promote student comprehension of questions on these topics, the wording of survey items was varied slightly in the self-administered questionnaires for the third- and seventh-grade student cohorts. Wording differences are noted in the table stubs where applicable.

There are small differences in the frequency that children report doing homework in the third-grade cohort by level of school poverty (exhibit 1.34). Across all school poverty categories, just under three-fourths of the children report doing homework every day or nearly every day.

Among students in the seventh-grade cohort, however, there are more noticeable differences. Only 9 percent of students in the highest-poverty schools report spending more than five hours per week doing homework, compared with 21 percent of the students in low-poverty schools (exhibit 1.33). Some 44 percent of the seventh-grade cohort students in high-poverty schools reported doing less than one hour of homework *per week*, compared with only about 20 percent giving these responses in low-poverty schools. It is possible, however, that the extent of survey and item nonresponse for the seventh-grade cohort in high-poverty schools results in an understatement of the actual degree of difference in time spent on homework.

Exhibit 1.33: Percentage of 7th Grade Cohort Students who Spend Specified Amounts of Time on Homework each Week by School Poverty Concentration



	High Poverty Schools	Low Poverty Schools
6 or More Hours ■	9	21
1 - 5 Hours ▨	45	59
Less than 1 Hour ☐	46	20

Exhibit 1.34: Time Spent on Homework by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

How Much Time Do You Spend on Homework Each Week?	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Don't get homework	1.6%	8.6%	8.2%	4.4%	5.9%	2.2%
Have it, but don't do it	6.1%	2.3%	2.4%	3.0%	3.2%	3.8%
Sometimes do homework	20.9%	16.8%	22.5%	21.8%	26.3%	20.1%
Do homework almost every day	36.6%	39.0%	34.5%	29.7%	29.6%	30.5%
Do homework every day	35.5%	33.2%	32.4%	41.2%	34.9%	43.4%
Missing data	15.3	12.0	13.7	13.2	15.3	16.3
7th Grade Cohort						
Homework not assigned	1.6%	1.2%	0.0%	*	3.7%	*
Have homework, but don't do it	5.9%	3.2%	6.0%	8.2%	9.8%	6.1%
Less than 1 hour per week	20.7%	15.5%	20.2%	22.9%	20.9%	37.8%
1 to 3 hours per week	36.2%	35.5%	37.2%	35.7%	38.3%	31.3%
4 to 5 hours per week	22.3%	23.3%	24.9%	20.8%	17.6%	13.7%
6 to 9 hours per week	8.8%	12.9%	7.7%	7.0%	7.4%	5.7%
10 or more hours per week	4.6%	8.5%	2.8%	4.2%	*	3.7%
Missing data	22.7	19.7	19.3	22.2	27.1	31.6
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

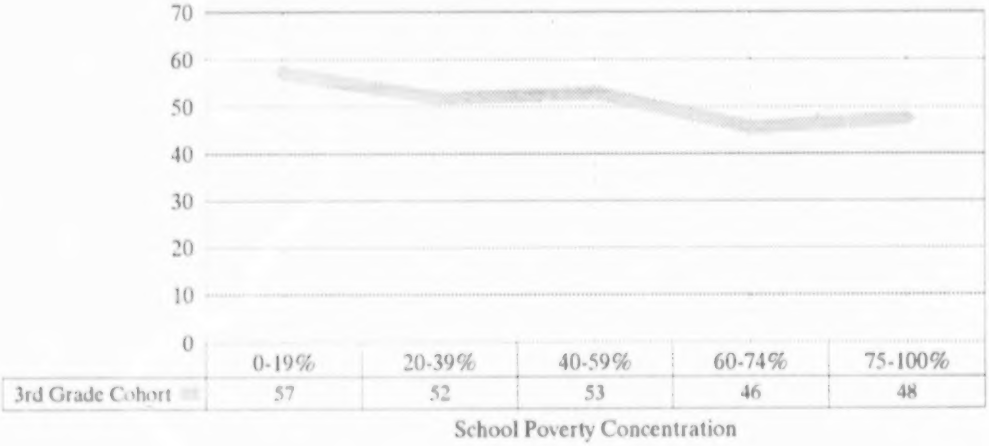
Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

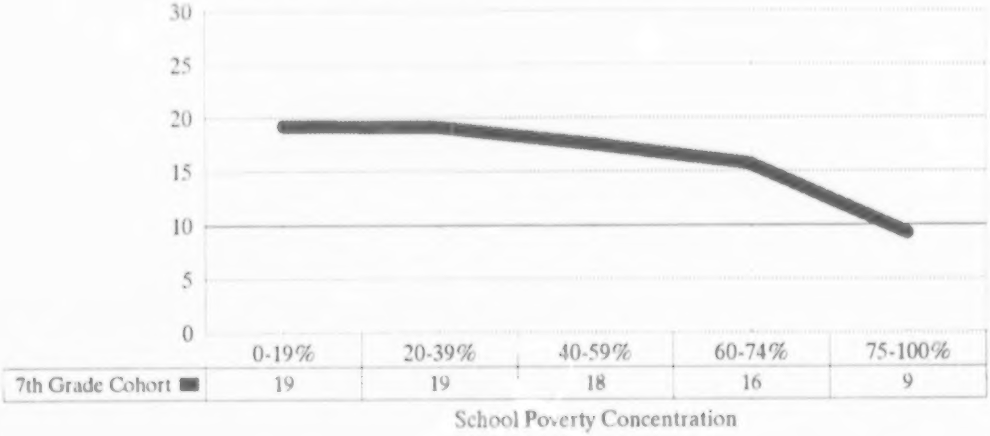
Reading for Pleasure. Compared with students in high-poverty schools, students in low-poverty schools are also somewhat more likely to spend more time each week reading for pleasure at home, but the differences are not large (exhibits 1.35 A and B and 1.36). For the third-grade cohort, students in high- and low-poverty schools differ by about 10 percentage points in the extent to which they report reading outside of school "nearly every day." For the seventh-grade cohort, nearly 70 percent of students in high-poverty schools reported outside reading for *less than one hour each week,* compared with about 50 percent students in low-poverty schools. Similarly, nearly 20 percent of seventh-grade cohort students in low-poverty schools do outside reading more than four hours per week, compared with less than 10 percent of those in high-poverty schools.

Exhibit 1.35A: Percentage of 3rd Grade Cohort Students who Report Reading outside School Almost Every Day by School Poverty Concentration



	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort ▬	57	52	53	46	48

Exhibit 1.35B: Percentage of 7th Grade Cohort Students who Report Reading outside School more than 3 Hours per Week by School Poverty Concentration



	0-19%	20-39%	40-59%	60-74%	75-100%
7th Grade Cohort ■	19	19	18	16	9

Exhibit 1.36: Reading Outside School by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Extent of Outside Reading	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
How Often Do You Read Books Outside of School?						
Almost every day	52.3%	57.2%	51.7%	53.0%	45.5%	47.5%
Sometimes	39.5%	36.0%	40.9%	39.4%	43.8%	41.2%
Never	8.2%	6.8%	7.4%	7.6%	10.7%	11.3%
Missing data	16.5	12.2	14.8	15.4	15.8	18.8
7th Grade Cohort						
How Much Reading Do You Do Each Week Outside of School, Not in Connection with School Work?						
None	15.1%	12.5%	16.2%	16.2%	17.4%	15.6%
1 hour or less	40.7%	39.7%	37.2%	41.6%	47.3%	53.1%
2 to 3 hours	26.3%	28.5%	27.6%	24.6%	19.6%	22.1%
4 to 5 hours	8.1%	9.6%	8.0%	8.2%	6.7%	4.1%
6 hours or more	9.8%	9.6%	11.1%	9.3%	8.9%	5.1%
Missing data	23.8	21.0	19.6	24.1	29.7	33.6
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

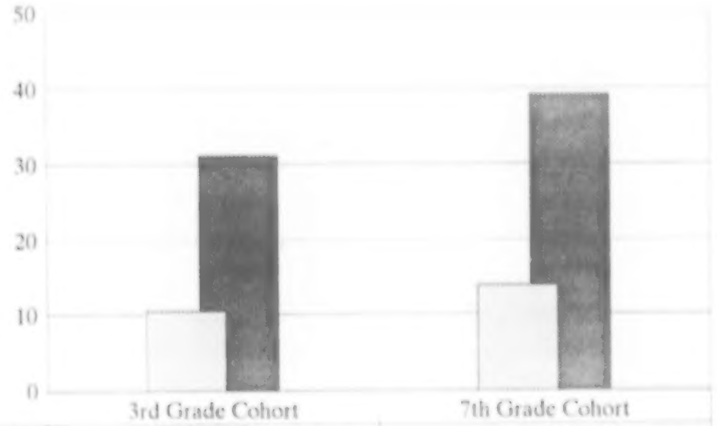
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

Use of Public Library. Students' use of the public library (not the school library) also varies by concentration of school poverty (exhibits 1.37 and 1.38). Among students in the third-grade cohort, only 11 percent of children in low-poverty schools have never used a public library, compared with 31 percent of children in high-poverty schools. However, there is evidence in this cohort of a bimodal distribution of public library use among students attending high-poverty schools. That is, third-grade cohort students in high-poverty schools are also almost twice as likely (24 percent) as students in low-poverty schools (12.6 percent) to report using a public library once per week.

Among students in the seventh-grade cohort, 14 percent of students in low-poverty schools report never using a public library, compared with 29 percent of students in high-poverty schools. Weekly use of the library is essentially the same for students in low- and high-poverty schools.

Exhibit 1.37: Percentage of Students Reporting They Never Use a Public Library by School Poverty Concentration and Grade Cohort



	3rd Grade Cohort	7th Grade Cohort
Low Poverty Schools ☐	11	14
High Poverty Schools ■	31	39

Exhibit 1.38: Use of Public Library by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

How Often Do You Go to the Public Library?	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Once per week	16.8%	12.6%	17.0%	19.8%	19.0%	24.0%
Once every 2 weeks	13.0%	15.8%	14.0%	9.3%	9.2%	11.2%
Once per month	17.3%	25.5%	14.6%	17.0%	10.1%	7.6%
A few times a year	32.9%	35.7%	34.9%	33.1%	30.9%	26.0%
Never	20.1%	10.5%	19.5%	20.7%	30.8%	31.1%
Missing data	15.9	12.5	13.9	14.1	15.5	18.2
7th Grade Cohort						
Once per week	7.2%	7.9%	4.6%	8.4%	9.5%	10.6%
Once every 2 weeks	11.8%	14.2%	9.9%	14.0%	7.1%	10.0%
Once per month	19.9%	25.6%	19.8%	15.4%	15.4%	17.1%
A few times a year	40.6%	38.5%	46.3%	38.4%	27.9%	33.1%
Never	20.5%	13.9%	19.5%	23.8%	40.1%	29.2%
Missing data	24.0	20.9	19.8	24.5	29.8	33.4
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

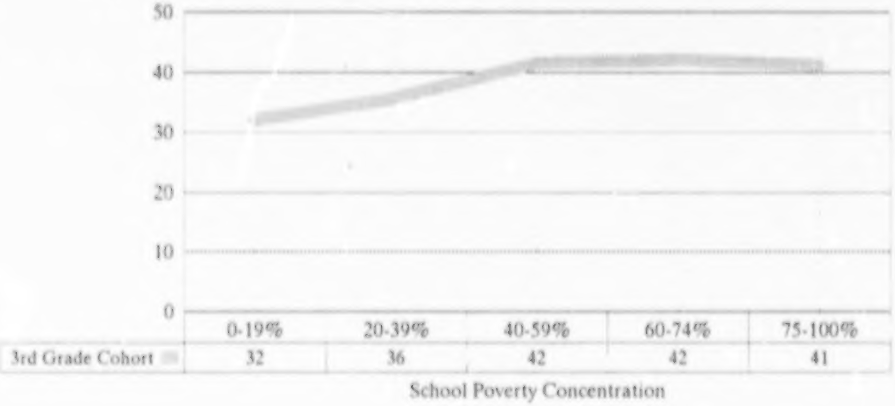
Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

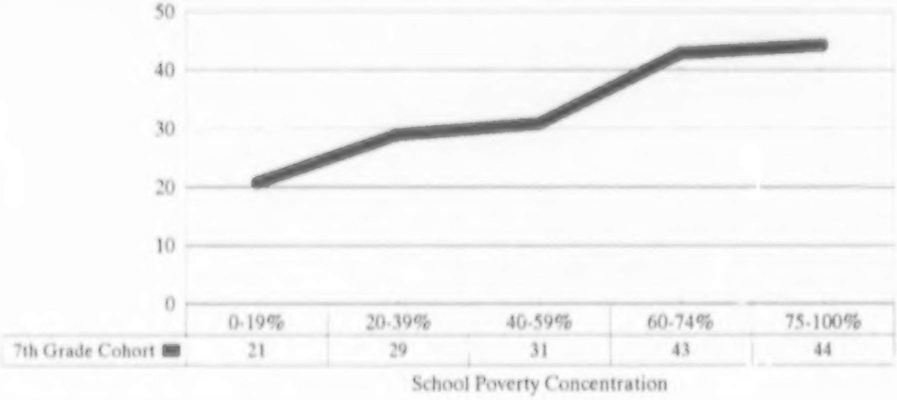
Television Viewing. Excessive time spent watching television can affect students' school performance. Students in the third-grade cohort exhibit relatively small differences in the time spent watching television on school days by school poverty concentration (exhibits 1.39 and 1.40). In contrast, students in the seventh-grade cohort who are in high-poverty schools are twice as likely as students in low-poverty schools to spend more than four hours per day watching television (44 percent vs. 21 percent, respectively).

Exhibit 1.39A: Percentage of 3rd Grade Cohort Students who Report Watching over 2 Hours of Television per Day on School Days by School Poverty Concentration



	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort	32	36	42	42	41

Exhibit 1.39B: Percentage of 7th Grade Cohort Students who Report Watching over 4 Hours of Television per Day on School Days by School Poverty Concentration



	0-19%	20-39%	40-59%	60-74%	75-100%
7th Grade Cohort ■	21	29	31	43	44

Exhibit 1.40: Television Viewing by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Television Viewing	TOTAL	School Poverty Concentration 0-19%	20-39%	40-59%	60-74%	75-100%
During the School Year, How Much TV Do You Usually Watch on School Days?						
3rd Grade Cohort						
Don't watch TV on school days	5.7%	4.7%	4.3%	5.7%	7.8%	7.6%
1 to 2 days per week	17.2%	15.9%	21.2%	17.4%	13.9%	17.8%
Most week days but not every day	19.6%	22.7%	19.0%	17.2%	18.3%	18.1%
Every day for less than 2 hours	20.6%	24.6%	19.9%	18.2%	18.0%	15.4%
Every day for over 2 hours	36.8%	32.0%	35.7%	41.5%	42.1%	41.1%
Missing data	15.3	12.0	13.7	13.2	14.6	16.2
How Many Hours per Day Do You Watch TV on School Days?						
7th Grade Cohort						
Don't watch TV on school days	2.1%	2.8%	1.9%	1.6%	*	*
Less than 1 hour per day	10.0%	10.8%	11.5%	8.5%	4.8%	6.9%
1 to 2 Hours	21.3%	26.0%	20.4%	18.7%	15.8%	17.3%
2 to 3 Hours	22.1%	23.1%	23.0%	22.2%	20.7%	15.5%
3 to 4 Hours	15.7%	16.5%	14.3%	18.3%	12.9%	15.3%
4 to 5 Hours	11.0%	8.6%	12.3%	11.0%	10.4%	15.2%
More than 5 hours	17.7%	12.1%	16.6%	19.8%	32.4%	29.0%
Missing data	23.0	19.8	19.5	22.5	28.3	32.4
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

Students' Activities Outside School

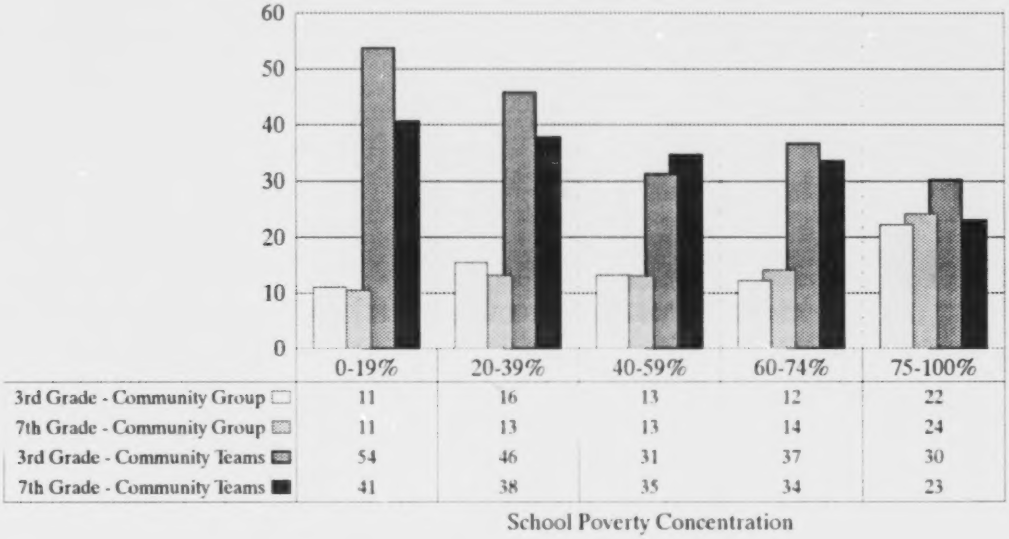
Participation in nonschool activities can enrich children's lives and make an important contribution to their socioemotional, cognitive, and physical development.

Nonschool Activities. Students were asked to report on their participation in a range of activities outside school including community-based groups and teams, scouting, and a variety of instructional programs (Exhibits 1.41A and B). Among students in the seventh-grade cohort, students in low-poverty schools are more likely to participate in a religious youth group, receive religious instruction, participate in a community sports team, and participate in a hobby club than are students in high-poverty schools. Conversely, students in high-poverty schools are more likely to report participating in a community youth group and receiving instruction in computers.

Students in the third-grade cohort in low-poverty schools are more likely to participate in a diversity of activities, including scouting, community team sports, and to receive instruction in religion or sports. Parallel to the findings for members of the seventh-grade cohort, third-graders in high-poverty schools were more likely to report participating in a community youth group and to receive computer instruction.

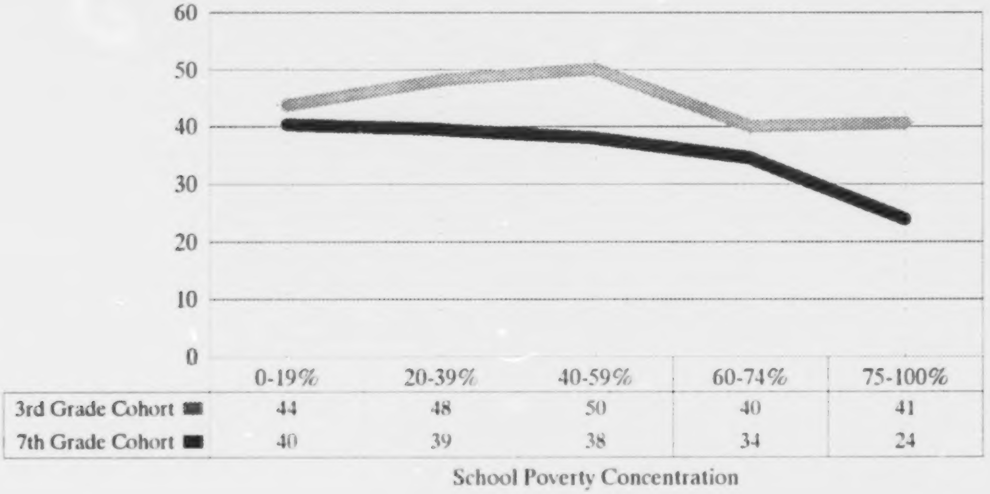
More striking differences are seen in student reports of religious activities for the older children (exhibit 1.41B). Some 40 percent of seventh-grade cohort students in low-poverty schools indicated that they often attend religious services, compared with only 24 percent of students in high-poverty schools. While the direction of the relationship is the same for students in the third-grade cohort, the differences are smaller across categories of school poverty.

Exhibit 1.41A: Percentage of Students who Report Involvement in Community Groups & Teams outside of School by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade - Community Group □	11	16	13	12	22
7th Grade - Community Group ▨	11	13	13	14	24
3rd Grade - Community Teams ▩	54	46	31	37	30
7th Grade - Community Teams ■	41	38	35	34	23

Exhibit 1.41B: Percentage of Students who Report Attending Religious Services Often by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort ▩	44	48	50	40	41
7th Grade Cohort ■	40	39	38	34	24

Exhibit 1.42A: Out of School Activities by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Activities Outside School	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Student Participates in Activities Outside School						
Scouting	28.6%	36.2%	26.4%	26.0%	23.6%	21.7%
Religious youth group	27.6%	24.3%	29.9%	29.7%	26.5%	30.7%
Community youth group	14.3%	11.1%	15.5%	13.3%	12.2%	22.2%
Community team sports	43.0%	53.7%	45.7%	31.3%	36.7%	30.2%
Hobby club	25.0%	23.5%	25.1%	28.1%	21.9%	28.7%
Missing data	20.3	17.5	17.9	17.7	19.6	23.5
Student Takes Lessons in:						
Art, music, or dance	35.0%	37.8%	33.5%	32.8%	37.1%	36.7%
Language	5.7%	3.7%	5.7%	4.9%	9.1%	10.4%
Religious instruction	21.1%	27.1%	19.2%	16.7%	13.7%	17.7%
Computer	13.9%	8.6%	11.8%	15.7%	16.6%	28.5%
Sports or excercise	73.9%	80.4%	74.6%	68.0%	74.9%	60.0%
Missing data	36.3	30.8	36.2	39.0	39.3	36.4
7th Grade Cohort						
Student Participates in Activities Outside School						
Scouting	9.2%	10.3%	8.9%	8.0%	8.4%	10.1%
Religious youth group	36.8%	39.4%	40.3%	34.5%	26.7%	18.9%
Community youth group	13.2%	10.6%	13.3%	13.1%	14.2%	24.2%
Community team sports	36.6%	40.6%	37.7%	34.6%	33.6%	23.1%
Hobby club	17.9%	22.3%	17.1%	15.3%	16.4%	15.6%
Community service activity	22.7%	28.4%	ERR	22.5%	17.5%	22.7%
Missing data	23.9	21.7	19.8	23.5	28.8	34.6
Student Takes Lessons in:						
Art, music, or dance	32.1%	38.2%	29.8%	26.0%	31.9%	33.9%
Language	4.8%	4.9%	3.8%	6.1%	6.4%	6.1%
Religious instruction	33.0%	40.9%	31.9%	32.2%	21.7%	17.8%
Computer	8.8%	6.8%	7.9%	10.8%	8.1%	19.2%
Sports or excercise	70.2%	70.1%	70.2%	72.7%	71.3%	65.7%
Missing data	49.1	44.8	46.5	51.4	53.8	57.1
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

Exhibit 1.42B: Religious Activities by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Religious Activities	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Student Attends Religious Sservice						
Often	45.5%	43.7%	48.2%	50.1%	40.0%	40.6%
Sometimes	34.3%	32.8%	32.4%	33.0%	40.4%	39.2%
Never	20.2%	23.5%	19.4%	16.9%	19.5%	20.1%
Missing data	18.7	17.2	15.6	16.0	17.6	20.2
Student Participates in Church/ Temple Activities						
Often	27.4%	27.0%	28.0%	28.7%	26.7%	25.2%
Sometimes	40.0%	40.6%	41.4%	38.4%	37.4%	37.5%
Never	32.6%	32.3%	30.6%	32.8%	35.9%	37.3%
Missing data	20.2	18.0	17.3	17.6	20.5	22.6
7th Grade Cohort						
Student Attends Religious Sservice						
Often	38.2%	40.3%	39.4%	37.9%	34.4%	23.9%
Sometimes	21.3%	22.5%	20.5%	21.6%	20.9%	20.0%
Rarely	16.3%	17.8%	16.2%	16.5%	16.6%	10.2%
Never	24.3%	19.4%	23.9%	24.0%	28.1%	46.0%
Missing data	24.6	20.6	23.1	22.9	28.5	33.5
Student Participates in Church/ Temple Activities						
Often	27.9%	28.9%	27.0%	27.8%	29.3%	22.7%
Sometimes	23.0%	20.3%	25.1%	22.7%	18.3%	30.2%
Rarely	21.4%	23.2%	22.3%	20.8%	18.9%	14.4%
Never	27.7%	27.7%	25.6%	28.7%	33.5%	32.7%
Missing data	24.7	20.8	22.8	23.2	28.7	34.0
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

• = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

After-School Employment. Seventh-grade cohort students were asked whether they worked for pay after school at any time during the school year. Students may have answered yes to this survey item if they performed any sort of work for pay (e.g., babysitting) over any length of time during the 1991-92 school year (including school vacations). *Therefore, these reports should not be interpreted as indicators of regular part-time or full-time employment among this student cohort.* However, the results do indicate the extent to which these students report involvement in some type of paid employment.

As shown in exhibits 1.43 and 1.44, students in low-poverty schools were far more likely to have reported doing any work for pay than were students in high-poverty schools (41 percent vs. 17 percent, respectively).

Exhibit 1.43: Percentage of 7th Grade Cohort Students who Reported Doing Any Work for Pay During the 1991-92 School Year by School Poverty Concentration

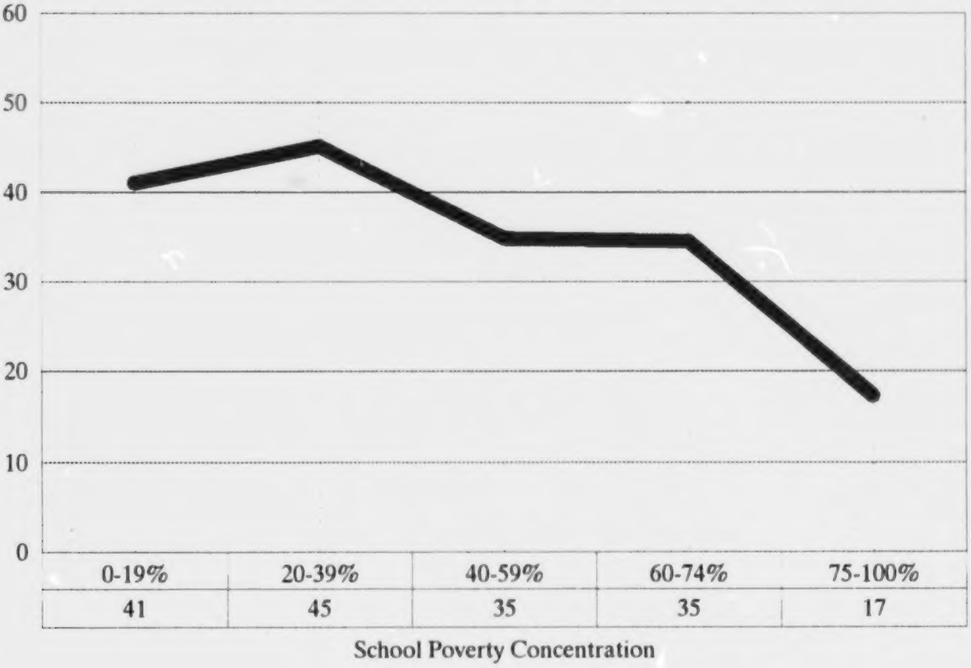


Exhibit 1.44: Working for Pay After School Reported by Students in the 7th Grade Cohort by School Poverty Concentration: 12-Month Follow-up Study

(Weighted Column Percentages)

Have You Had a Paying Job This School Year?	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
7th Grade Cohort						
Yes	39.4%	41.0%	45.1%	34.8%	34.5%	17.2%
No	60.6%	59.0%	54.9%	65.2%	65.5%	82.8%
Missing data	22.9	19.6	19.5	22.4	27.9	32.3
Total Weighted N						
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

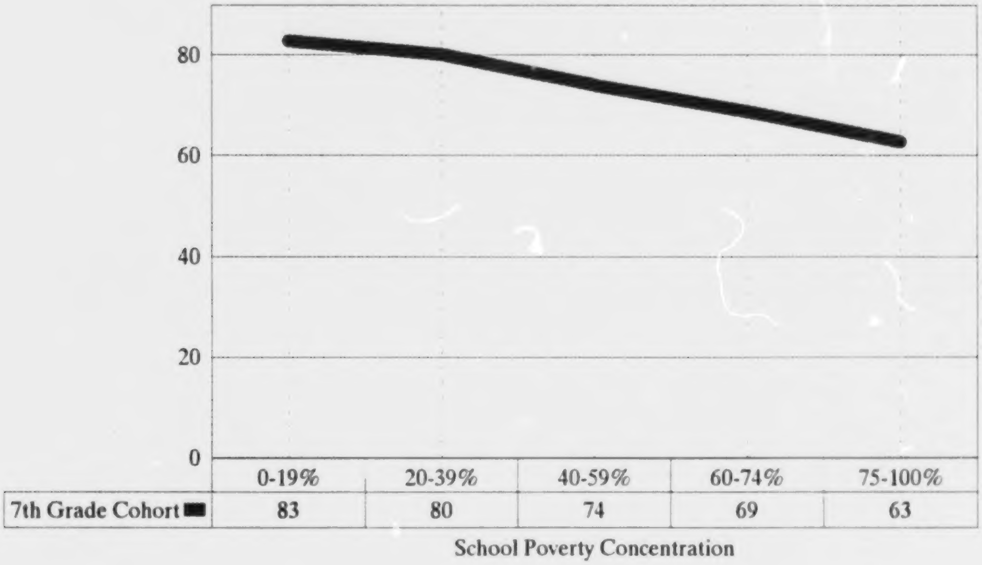
Source: Prospects, Student Questionnaire

Educational Expectations. Expectations for educational attainment are a strong indicator of students' perceptions of their academic ability and a measure of their self-esteem. Positive attitudes on both dimensions can enhance school performance.

To examine this issue, students in the seventh-grade cohort were asked about their expectations regarding how far they will get in school. As shown in exhibits 1.45 and 1.46, their expectations are strongly related to the concentration of poverty at their schools. Compared with those in the high-poverty schools, students in low-poverty schools were much more likely to report that they expect (at the least) to graduate from a two- or four-year college (63 percent vs. 83 percent, respectively). Thirty-two percent of students in low-poverty schools expect to attend graduate school, compared with 20 percent of students in high-poverty schools. Further, about 18 percent of the students attending schools in the two highest poverty categories reported that they did not expect to progress any farther than attaining a high school diploma (and of these, about 5 percent did not expect to complete high school). These percentages are about twice the comparable rates reported by students attending schools in the two lowest poverty categories.

Thus, by the end of the middle school years, substantial differences in the expectations for educational attainment have emerged between students in low- and high-poverty schools.

Exhibit 1.45: Percentage of 7th Grade Cohort Students Who Expect to Obtain a College Degree by School Poverty Concentration



	0-19%	20-39%	40-59%	60-74%	75-100%
7th Grade Cohort ■	83	80	74	69	63

Exhibit 1.46: Educational Plans Reported by Students in the 7th Grade Cohort by School Poverty Concentration: 12-Month Follow-up Study

(Weighted Column Percentages)

Student-Reported Educational Plans	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
7th Grade Cohort						
Won't finish high school	2.6%	1.2%	2.5%	3.4%	4.5%	4.7%
Will only finish high school	9.2%	8.1%	7.0%	11.6%	13.0%	13.2%
Go to vocational/trade school after high school	5.0%	3.9%	5.3%	4.4%	5.9%	8.0%
Will finish vocational/trade school after high school	3.5%	3.0%	3.2%	3.0%	4.5%	8.9%
Attend 2- or 4-yr. college but not graduate	2.1%	1.0%	1.9%	3.5%	3.3%	2.5%
Graduate from 2- or 4-yr. college (and not continue)	51.1%	50.6%	54.9%	51.3%	40.0%	42.5%
Will attend graduate school	26.5%	32.2%	25.2%	22.7%	28.7%	20.1%
Missing data	25.5	22.2	21.1	26.3	31.5	36.9
Total Weighted N						
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

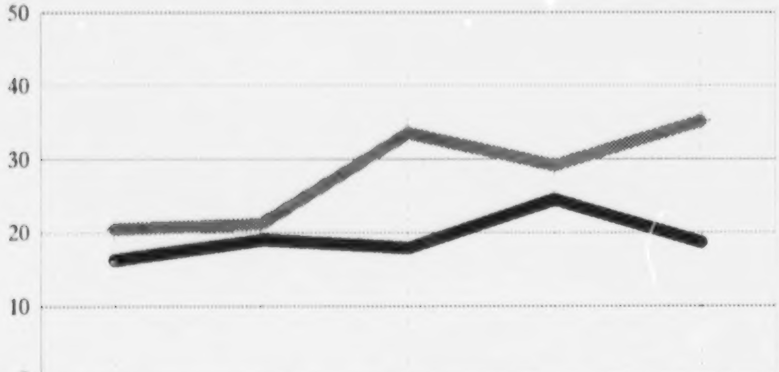
Source: Prospects, Student Questionnaire

Home Living Arrangements. Children without a stable living arrangement generally face greater obstacles to mastering academic material at any grade level than children in stable arrangements. The combination of a high-poverty school environment with limited educational support in the home increases the risk that children will fail to attain ambitious school performance standards. To assess this possible effect, students were asked whether they ever live somewhere other than in their regular home, and whether they have their own room (exhibits 1.47 and 1.48).

With regard to living arrangements outside students' regular homes, there are relatively small differences among students in the seventh-grade cohort across all categories of school poverty. But, students in the third-grade cohort exhibit relatively important differences between students in low- and high-poverty schools, with 20 percent and 35 percent, respectively, reporting that they sometimes live somewhere other than in their regular homes. Readers should note that the higher levels of nonresponse for the seventh-grade cohort (especially in high-poverty schools) could mask similar differences for the oldest cohort *if* seventh-grade nonrespondents are much more likely to experience alternative living arrangements away from their regular homes.

In terms of having a room of their own, students in the third-grade cohort at low-poverty schools were more likely to report having their own room than were those in high-poverty schools (73 percent vs. 54 percent). Similar patterns (approximately 20 percentage-point differences) are also seen for students in the seventh-grade cohort (85 percent in low-poverty schools compared with 64 percent in high-poverty schools).

Exhibit 1.47: Percentage of Students Who Reported Living Somewhere other than Their Regular Home by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort ■	20	21	34	29	35
7th Grade Cohort ■	16	19	18	25	19

School Poverty Concentration

Exhibit 1.48: Home Living Arrangements by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Student-Reported Home Living Arrangements	TOTAL	**School Poverty Concentration** 0-19%	20-39%	40-59%	60-74%	75-100%
Ever Live Somewhere Other Than in Your Regular Home?						
3rd Grade Cohort						
Yes	25.6%	20.4%	21.1%	33.5%	29.1%	35.2%
No	74.4%	79.6%	78.9%	66.5%	70.9%	64.8%
Missing data	17.2	14.3	15.2	14.7	16.9	19.2
7th Grade Cohort						
Yes	18.2%	16.2%	19.0%	17.8%	24.5%	18.6%
No	81.8%	83.8%	81.0%	82.2%	75.5%	81.4%
Missing data	23.9	21.0	19.7	24.6	28.5	34.3
Do You Have You Own Room?						
3rd Grade Cohort						
Yes	65.7%	72.8%	66.1%	61.0%	64.2%	54.1%
No	34.3%	27.2%	33.9%	39.0%	35.8%	45.9%
Missing data	16.2	13.0	13.9	14.1	15.9	18.5
7th Grade Cohort						
Yes	78.8%	85.4%	79.7%	75.3%	69.7%	63.5%
No	21.2%	14.6%	20.3%	24.7%	30.3%	36.5%
Missing data	24.4	21.5	20.5	25.1	28.8	33.9
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

Community Context

Region

Across all three cohorts, students in schools with high concentrations of poverty are more likely to live in the South than in any other region of the country (see exhibits 1.49A and B and 1.50). For example, while 41 percent of all children in the first-grade cohort attending public schools live in the South, southern students in this cohort account for 61 percent of the students in high-poverty schools.

Compared with their percentages in the whole population, students in the first- and third-grade cohorts who live in the Midwest and Northeast are significantly *underrepresented* in the two highest categories of school poverty. Consequently, students in the Northeast and to a lesser extent in the Midwest make up a disproportionate share of the first- and third-grade population enrolled in the low-poverty schools.

At the middle-school level, public school students in the seventh-grade cohort living in the South are overrepresented in the two highest poverty categories, although the proportion of southern students in the highest poverty category is substantially lower than that for elementary school students. Among the seventh-grade cohort, students in the Northeast are significantly overrepresented in the category of poorest schools—but they are even *more overrepresented* in the category of wealthiest schools. About 63 percent of the seventh-grade students in the Northeast are found in the two highest poverty categories (compared with 29 percent for the total population), indicating a relatively high degree of economic stratification (with disproportionately more of the wealthiest schools) in the Northeast.

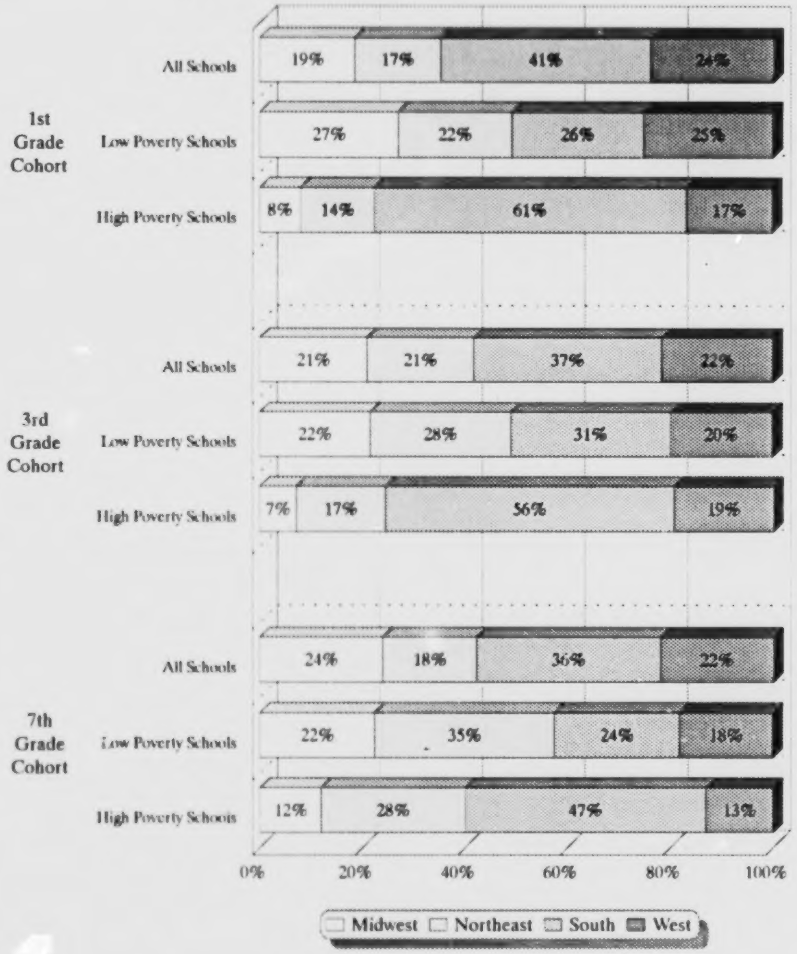
Urbanicity

Students in high-poverty schools are heavily concentrated in urban areas (see exhibits 1.49 B and 1.50). Across all three grade cohorts, urban students represent about one-fourth of all children in public schools. However, depending on grade level, children in the highest-poverty schools are from three times more likely (elementary grade cohorts) to four times more likely (seventh-grade cohort) to be attending schools within the central cities of standard metropolitan statistical areas (SMSAs).

Students attending "suburban" schools (i.e., those outside the central cities within SMSAs, accounting for more than one-third of students in the three grade cohorts) are significantly overrepresented in low-poverty schools. However, suburban students are also overrepresented in the second highest school poverty concentration group as well.

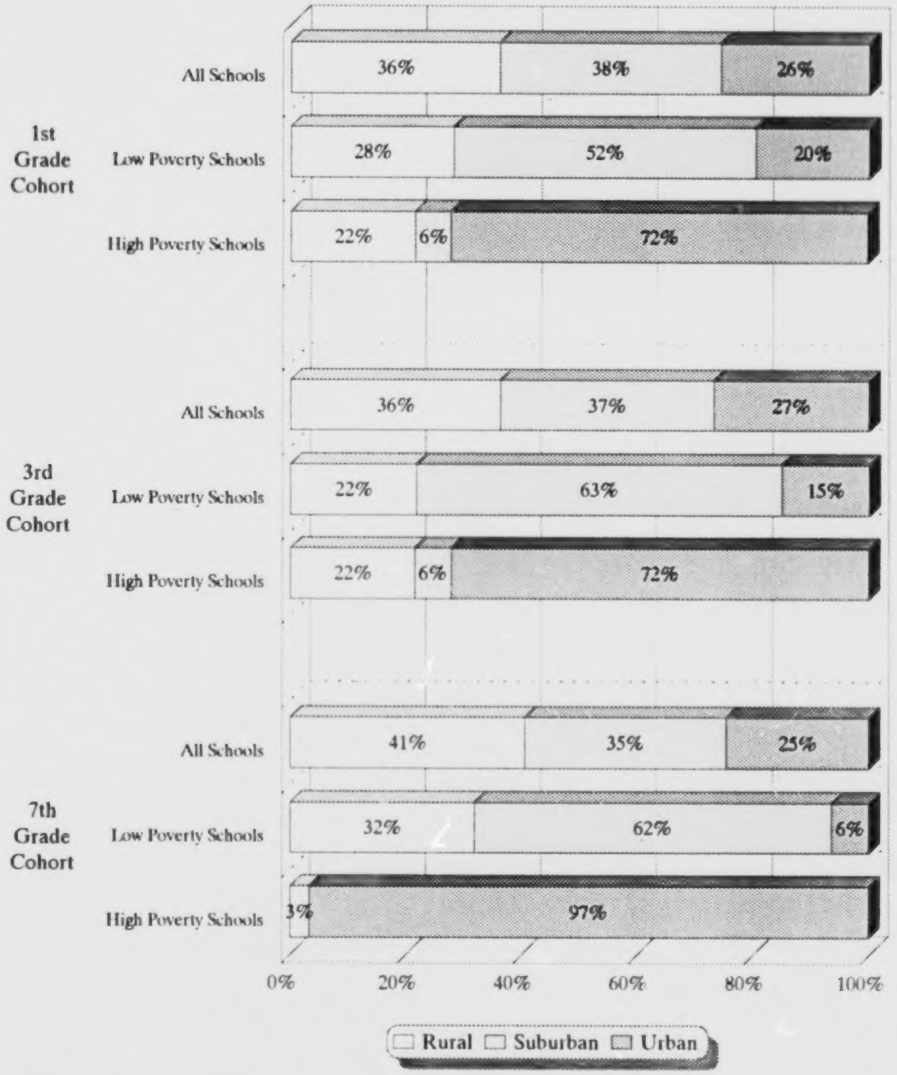
Across all cohorts, students in so-called rural communities (those lying outside SMSAs) tend to be overrepresented in the two poverty concentration categories containing 20 to 39 percent and 40 to 59 percent poor students.

Exhibit 1.49A: Percentage of Students Living in Each of Four Census Regions by School Poverty Concentration and Grade Cohort



The four **Census Regions** are comprised of the following states (D.C. is included in the South):
Northeast: Maine, New Hampshire, Vermont, New York, Pennsylvania, Massachusetts, Connecticut, Rhode Island, New Jersey
South: Maryland, Delaware, Virginia, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Arkansas, Texas, Oklahoma, Louisiana, District of Columbia
Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Kansas, Nebraska, Missouri, North Dakota, South Dakota
West: Washington, Oregon, Idaho, Montana, Wyoming, Utah, Colorado, Nevada, California, Arizona, New Mexico, Alaska, Hawaii

Exhibit 1.49B: Percentage of Students Living in Each of Three Urbanicity Categories by School Poverty Concentration and Grade Cohort



The three **Urbanicity** categories are as follows:
Urban: Locations within central city boundaries of a **standard metropolitan statistical area**;
Suburban: Locations inside a standard metropolitan statistical area but **outside the central city boundaries;**
Rural: Locations **outside a standard metropolitan statistical area**.

Exhibit 1.50: Region and Urbanicity, By School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Region	TOTAL	Student Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Midwest	18.5%	27.0%	21.6%	15.6%	6.0%	7.9%
Northeast	16.8%	22.2%	22.9%	21.8%	3.8%	14.6%
South	41.0%	25.6%	33.3%	42.2%	55.6%	60.8%
West	23.8%	25.2%	22.3%	20.5%	34.7%	16.7%
3rd Grade Cohort						
Midwest	20.9%	21.5%	29.7%	12.2%	16.5%	7.1%
Northeast	20.8%	27.5%	20.9%	24.7%	7.4%	17.4%
South	36.7%	31.1%	19.3%	48.2%	49.4%	56.3%
West	21.6%	19.8%	30.1%	14.9%	26.7%	19.3%
7th Grade Cohort						
Midwest	24.0%	22.4%	43.8%	4.4%	2.9%	11.9%
Northeast	18.3%	35.0%	5.8%	15.8%	14.9%	28.1%
South	35.9%	24.4%	29.9%	49.0%	64.0%	46.9%
West	21.9%	18.1%	20.5%	30.9%	18.2%	13.1%
Urbanicity						
1st Grade Cohort						
Rural	36.2%	28.2%	54.8%	39.7%	34.2%	21.5%
Suburban	38.2%	52.2%	27.3%	30.4%	54.8%	6.5%
Urban	25.6%	19.6%	17.9%	29.9%	11.0%	72.0%
3rd Grade Cohort						
Rural	36.3%	21.8%	64.2%	42.0%	37.4%	21.5%
Suburban	36.9%	63.2%	18.1%	25.4%	43.5%	6.3%
Urban	26.8%	15.1%	17.8%	32.6%	19.8%	72.2%
7th Grade Cohort						
Rural	40.6%	31.9%	59.3%	38.7%	24.6%	3.3%
Suburban	34.8%	61.7%	21.8%	29.7%	56.9%	*
Urban	24.6%	6.4%	18.9%	31.6%	18.5%	96.7%
Total Weighted N						
1st Grade Cohort	3,555,519	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,494	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,024	783,549	1,082,225	629,226	177,331	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects

Students' Academic Achievement

This section examines students' academic achievement using three perspectives. The first is based on data derived from the administration of the Comprehensive Tests of Basic Skills, Fourth Edition (CTBS/4) to all students as part of the ***Prospects*** study (see appendix C for background on the CTBS/4). These data are presented only for students in the third- and seventh-grade cohorts because, as described in the Introduction, the testing of students in the first-grade cohort does not permit the calculation of twelve-month gain scores at this time. Test data for the first grade cohort will be made available as part of subsequent ***Prospects*** reports.[3]

The second perspective on students' achievement, reported for all three grade cohorts, is derived from teacher judgments, including teacher perceptions gathered as part of the ***Prospects*** study, and class grades abstracted from school records.

The final perspective is based on students' self-assessment of their own competence in reading and math. Because students in the first-grade cohort were not asked to complete a questionnaire, these data are available only for students in the third- and seventh-grade cohorts.

Standardized Achievement Tests

Norm-Referenced Test Data. The first type of information presented here from the CTBS tests is referred to as norm-referenced assessments of students' achievement. These data compare a student's tested achievement in terms of normal curve equivalent (NCE) scores with that of the CTBS cross-sectional norming sample.[4] That is, the test statistics provide an indication of how well an individual child (or a group of children) is performing in comparison with a national sample of children who are in the same grade. This comparison, however, poses a problem because the CTBS norming sample is not strictly comparable to the sample selected for the ***Prospects*** study. The ***Prospects*** sample is restricted to students in public schools, whereas the CTBS norming sample included both private independent and Catholic school students. In addition, the CTBS norming sample is a cross-sectional sample gathered at the same point in time, whereas the ***Prospects*** first 12-month follow-up is a longitudinal survey of the base-year sample.

This incomparability does not affect contrasts between groups *within* the ***Prospects*** study, because the validity of those comparisons only requires that the same scale, however derived, be used. That is, when groups within the ***Prospects*** study are compared with respect to their relative gains in NCE scores, the

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[3] For students in the first-grade cohort, the tests were administered during the fall of 1991 and the spring of 1992, which permits only the calculation of achievement gain scores for the nine-month school year, rather than 12-month change scores available for the other cohorts. To improve the comparability of the analyses across cohorts, a third test was administered with a small probability subsample of the first-grade cohort in the fall of 1992 just after the students started their second-grade school year. This third test data point will permit the comparative analyses of nine- and twelve-month gains for the first-grade cohort. These results are scheduled to be reported in June 1993.

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[4] NCEs are similar to percentile ranks but are based on an equal interval scale that ranges from 1 to 99. Consequently, the difference between two successive scores on the scale has the same meaning throughout the scale (i.e., a five point difference from 20 to 25 means the same as a five point difference from 80 to 85). This property facilitates comparisons between tests (e.g., reading vs. math) and allows the calculation of averages for groups of students.

resulting comparison is unbiased because the scores are based on the same scale. However, it is less appropriate to interpret *absolute* gains in NCE's for any one group by itself because these NCE scores are normed on the basis of the original cross-sectional CTBS norms, not the longitudinal norms that would be more appropriate for the ***Prospects*** study.

For example, consider a situation in which the average NCE score for a particular subgroup of students (e.g., Chapter 1 participants) was 34 in the 1991 baseline year, and a year later the same group of Chapter 1 students had an NCE mean of 30. The simple interpretation (albeit probably a wrong interpretation) would be that these students are further behind after an additional year of program participation, that is they lost four NCEs. It is important, however, to ask "further behind compared with whom?" In this particular case they are further behind than a group of students (the CTBS norming students) who we already know are not comparable, because they are neither a longitudinal sample nor a public school-only sample. Thus in succeeding interpretations we will comment on relative gains or losses on the NCE scale among subgroups of ***Prospects*** students and refrain from interpreting the absolute NCE score gains unless adding the appropriate qualifications.

As shown in exhibit 1.51, there is a relatively strong *negative* relationship between student performance in reading and mathematics and the concentration of poverty in the schools the students attend.

Exhibit 1.51: 1992 Normal Curve Equivalent Means by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Means)

		School Poverty Concentration				
Normal Curve Equivalent Means	TOTAL	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Reading	48.2	52.0	51.5	46.9	43.1	38.5
Math	50.1	56.9	54.5	46.0	44.2	38.4
3rd Grade Cohort						
Reading	53.4	59.5	54.8	50.1	47.9	37.8
Math	52.4	58.1	52.6	49.2	49.3	38.6
7th Grade Cohort						
Reading	52.9	58.4	55.5	48.4	43.8	33.6
Math	51.1	56.5	52.7	48.2	43.3	35.1
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.
Means based on students who had CTBS/4 test scores in 1991 and 1992.
* = fewer than 20 sample cases in cell.

Source: Prospects, CTBS/4 Test

That is, on average, students in high-poverty schools score approximately one standard deviation below those who attend low-poverty schools (standard deviations for the ***Prospects*** samples are approximately 20 NCE points—as shown in achievement score tables in Part 2). This finding is consistent for both mathematics and reading, and across all three grade cohorts. For both reading and mathematics the performance gap between students in high- and low-poverty schools appears to increase slightly with grade level. The gap in mean reading scores is about 14 NCE points for students in the first-grade cohort. This difference in mean scores increases to about 22 NCE points for the third-grade cohort students when they are at the end of fourth grade, and reaches 25 NCE points for seventh-grade cohort students when they are completing the eighth grade. These comparisons leave little room for speculation about the extent of need for compensatory services in schools with the highest concentration of students from poor families. As measured by Normal Curve Equivalent scores, the average reading and math performance for all students in high-poverty schools in the third- and seventh-grade cohorts shown in exhibit 1.51 is approximately the same as for Chapter 1 students in low-poverty schools (see exhibits 2.30D and 2.30E in Part 2, pp. 167 and 168).

Exhibit 1.52: Normal Curve Equivalent Scores In Reading and Math For 1991, 1992, and One-Year Gains by Grade Cohort and School Poverty Concentration: 12-Month Follow-up Study
(Weighted Means)

		School Poverty Concentration				
Normal Curve Equivalent Scores	TOTAL	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
TOTAL READING						
1991	53.4	58.8	54.5	49.8	50.1	38.6
1992	53.4	59.5	54.8	50.1	47.9	37.8
One-Year Gain	0.0	0.7	0.3	0.3	-2.2	-0.8
TOTAL MATH						
1991	53.6	58.7	54.3	49.9	52.4	40.7
1992	52.4	58.1	52.6	49.2	49.3	38.6
One-Year Gain	-1.2	-0.6	-1.7	-0.7	-3.1	-2.1
7th Grade Cohort						
TOTAL READING						
1991	52.6	58.8	54.9	48.1	43.1	32.8
1992	52.9	58.4	55.5	48.4	43.8	33.6
One-Year Gain	0.3	-0.4	0.6	0.3	0.7	0.8
TOTAL MATH						
1991	52.3	58.4	53.2	50.3	43.6	35.1
1992	51.1	56.5	52.7	48.2	43.3	35.1
One-Year Gain	-1.2	-1.9	-0.5	-2.1	-0.3	0.0
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.
Means based on students who had CTBS/4 test scores in 1991 and 1992.

Source: Prospects, CTBS/4 data.

Inspection of the relative gains made by the concentration of school poverty classifications (exhibit 1.52) indicates little evidence for differential gains in either reading or mathematics by subgroup or by grade. It seems, therefore, that the initial differences between the groups of students defined by their school's concentration of poverty remained relatively stable during the period between base year and first follow-up.

Criterion-Referenced Test Data. In addition to producing norm-referenced test statistics, the CTBS also provides curriculum-referenced information about whether a student has mastered a specific skill or content knowledge. Each of the CTBS/4 subtests used for assessing students' reading and mathematics achievement measures student performance on a set of curriculum objectives (criteria) considered by the test developers to reflect the basic and higher order skills and curriculum content most likely to be taught at each grade level. Each of the reading and mathematics subtests includes from six to ten objectives, and student performance on each objective is measured by several individual test items. To assess the same objectives over several grade levels, the specific test items used to measure each objective differ across the 14 levels of the CTBS/4. However, to support the computation of a reliable "mastery score" for each objective and for each test-taker, each CTBS/4 test level includes items at varying difficulty levels within each objective. An overview of the mastery objectives for the CTBS/4 subtests used in ***Prospects*** is provided below. For a complete description of the specific objectives tested in each level of the CTBS/4, see the CTBS/4 Class Management Guide, published by CTB/Macmillan/McGraw-Hill in 1991.

The Word Analysis subtest of the Reading Battery is used for grades one through three. A total of 11 objectives are specified for this grade range. Each grade level test includes 25 to 30 items covering between five and seven objectives (depending on grade level). The Vocabulary subtest is used in grades one through twelve. Depending upon grade level, between two and four vocabulary objectives are assessed in each grade, using from 32 to 40 test items. A total of eight objectives are defined for the Reading Comprehension subtest, used for grades one through twelve. Depending upon grade, four or five of the objectives are assessed in each CTBS/4 test level, using between 28 items (for the lowest elementary grades) and 50 items for the secondary school grades.

The Mathematics Battery includes two subtests, Mathematics Computation and Mathematics Concepts & Applications. The Computation subtest assesses students on a total of 10 objectives, however, only between two and seven objectives are included in each test level. Between 28 and 44 individual test items are used to measure student performance on the objectives included in each grade level test. A total of six objectives are defined for the Concepts and Applications subtest of the Mathematics Battery, and all six objectives are assessed at each grade. Depending upon grade level, between 32 and 50 individual items are used to measure performance on the six objectives.

The combined Reading and Mathematics Batteries covering grades 1-12 thus include 41 Mastery objectives covering basic and higher order skills. Depending upon grade level, the four or five subtests employ a total of between 107 and 214 test items to assess student achievement on the specific objectives included in each test level. Planned analyses of longitudinal impacts of participation in the Chapter 1 program will emphasize the use of the curriculum-referenced (also called criterion-referenced) information on student performance provided by the CTBS/4.

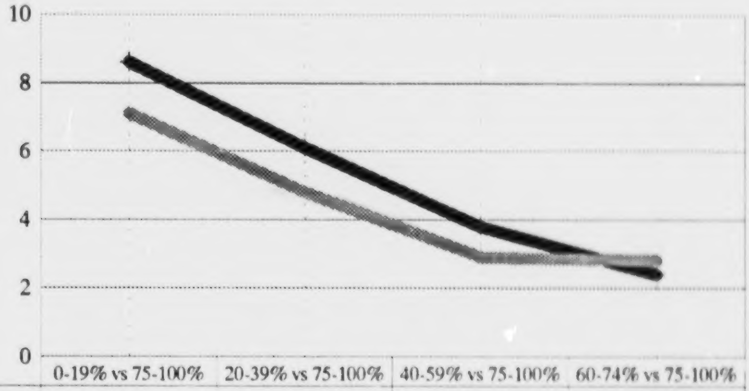
These data are summarized in exhibits 1.53A and B and 1.54 as "odds ratios." Odds ratios are particularly appropriate statistics for comparing groups (e.g., students in high- and low-poverty schools) on a variable such as mastering or not mastering a particular achievement objective (i.e., defined as 0 or 1).

The odds of an event occurring is defined as the ratio of the probability of the event occurring (e.g., mastery) to the probability of the event not occurring (nonmastery). For instance, if 90 percent of a particular group, say, female students, have mastered word meanings, the odds that any one student drawn from that group is a master of word meanings is 9 to 1 or .90/(1 - .90). Conversely, if 80 percent of the male students have mastered word meanings, the odds that any given male is a master would be 4 to 1 or .80/(1 - .80). The odds ratio that is formed by dividing the female odds (9:1) by the male odds (4:1) yields an odds ratio of 2.25, indicating that females are slightly more than twice as likely to be masters of the "understanding word meanings" learning objective than are males.

Closely associated with the odds ratio is the relative risk of failing to be a master of a particular objective. Based on the odds in the foregoing example, about twice as many males are at risk for failing this objective as are females. That is, based on the odds of 9:1, for every 100 females, about 10 would be expected to fail; while for every 100 males 20 failures would be expected. Thus the relative risk of failure when comparing males with females is 2.0. When the percentages of mastering an objective are quite high or quite low, the mastery odds ratios and the relative failure risk ratios are quite close in size.

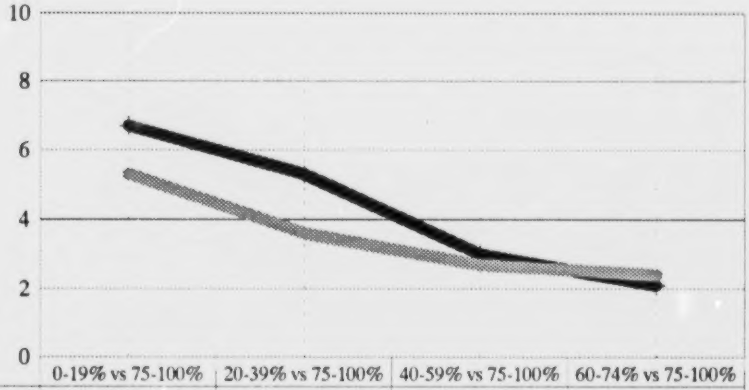
The data provided in exhibits 1.53 A and B and 1.54 demonstrate the large differences found between the likelihood of mastery for students in low- and high-poverty schools. For example, compare the odds ratios for one of the more basic objectives measured in the CTBS/4—understanding word meanings—for students from low-poverty schools and those from high-poverty schools. As shown, when comparing students in schools with the lowest concentration of poverty in spring 1991 with those in schools with the highest concentration in the same year, the odds ratio is 3.8 in the third grade for understanding word meanings. That is, students attending schools with the lowest poverty concentration are almost four times more likely to have mastered understanding word meanings than are the students in the poorest schools. For students in the seventh-grade cohort, the value of the odds ratio for this same objective increases to 7.2. A similar comparison can be made for a more advanced objective in the CTBS/4—identification of the "central thought of [a reading] passage." As expected, the differences between low and high-poverty schools are even greater for the advanced skills than were observed for the more basic skills, as evidenced by the odds ratios of 6.2 and 9.3 for the third- and seventh-grade cohorts, respectively.

Exhibit 1.53A: Relative Odds Ratios for Mastery of "Understanding Word Meanings" Objective between School Poverty Concentration Categories by Grade Cohort: Spring - 1992



	0-19% vs 75-100%	20-39% vs 75-100%	40-59% vs 75-100%	60-74% vs 75-100%
3rd Grade Cohort ▨	7.1	4.8	2.9	2.8
7th Grade Cohort ■	8.6	6.1	3.8	2.4

Exhibit 1.53B: Relative Odds Ratios for Mastery of "Central Thought of Passage" Objective between School Poverty Concentration Categories by Grade Cohort: Spring - 1992



	0-19% vs 75-100%	20-39% vs 75-100%	40-59% vs 75-100%	60-74% vs 75-100%
3rd Grade Cohort ▨	5.3	3.6	2.7	2.4
7th Grade Cohort ■	6.7	5.3	3	2.1

Exhibit reads: Students in the 3rd Grade Cohort attending low-poverty schools are more than 5 times as likely as students in high-poverty schools to have mastered the objective "Identifying the Central Thought of a Reading Passage."

Exhibit 1.54: Odds Ratios for Selected CTBS/4 Mastery Objectives by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Means)

Odds Ratios	School Poverty Concentration			
	0-19% vs. 75-100%	20-39% vs. 75-100%	40-59% vs. 75-100%	60-74% vs. 75-100%
3rd Grade Cohort				
Basic reading skills				
Understanding word meanings: 1991	3.8	5.3	2.6	2.1
Understanding word meanings: 1992	7.1	4.8	2.9	2.8
Advanced reading skills				
Central thought of passage: 1991	6.2	4.5	2.4	2.7
Central thought of passage: 1992	5.3	3.6	2.7	2.4
Basic math skills				
Divide whole numbers: 1991	2.4	2.2	1.4	1.8
Divide whole numbers: 1992	3.4	2.4	1.6	2.5
Advanced Math Skills				
Geometry problems: 1991	5.4	3.2	2.4	2.1
Geometry problems: 1992	6.0	3.7	2.9	2.7
7th Grade Cohort				
Basic reading skills				
Understanding word meanings: 1991	7.2	6.3	3.6	2.2
Understanding word meanings: 1992	8.6	6.1	3.8	2.4
Advanced reading skills				
Central thought of passage: 1991	9.3	6.5	4.2	3.2
Central thought of passage: 1992	6.7	5.3	3.0	2.1
Basic math skills				
Divide whole numbers: 1991	8.7	5.3	5.3	4.3
Divide whole numbers: 1992	7.6	5.7	4.7	4.3
Advanced Math Skills				
Geometry problems: 1991	14.4	5.9	5.3	4.1
Geometry problems: 1992	8.7	5.9	3.2	2.0
Total Weighted N				
3rd Grade Cohort	981,789	706,239	490,397	325,300
7th Grade Cohort	796,854	1,094,270	603,447	180,429

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

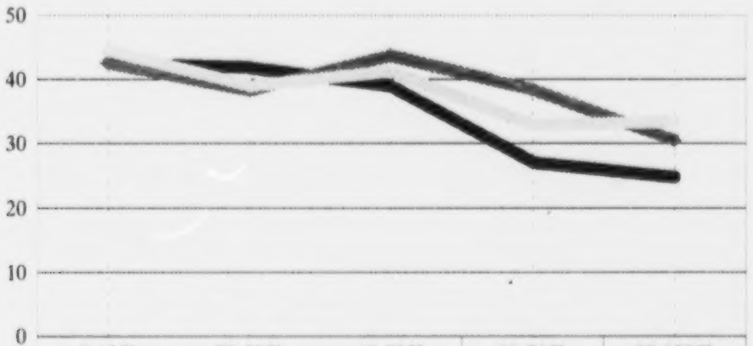
Source: Prospects, CTBS/4 data.

Teachers' Perceptions and Judgments

Students' Overall Ability. Teachers were asked to judge each student's overall ability to perform in school using a simple "high," "medium," and "low" ability classification scheme. Across all three grade cohorts, teachers' perceptions were correlated with school poverty categories (exhibits 1.55 and 1.58). Teachers were considerably more likely to rate students as having "high ability" in low-poverty schools than in high-poverty schools, with differences ranging from 10 percentage points for the first-grade cohort, to 18 percentage points among the seventh-grade cohort.

These data, as well as those that follow based on teacher judgments, must be interpreted with caution, however. To some extent, teacher perceptions of student ability and achievement may differ in high- and low-poverty schools. That is, teachers' lower perceptions of students in high-poverty schools may reflect both actual student differences in ability and performance and differences in teachers' expectations. While teachers' judgments are typically of critical importance in the grading of student progress within schools, ***Prospects*** has collected this information primarily as a measure of teachers' perceptions and expectations, which may be compared with other performance and achievement measures, and used to characterize aspects of a specific student's learning environment.

Exhibit 1.55: Percentage of Students Judged by Their Teachers as Having High Overall Ability To Perform in School by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort ▬	45	39	41	33	33
3rd Grade Cohort ▬	43	38	44	38	30
7th Grade Cohort ▬	43	42	39	27	25

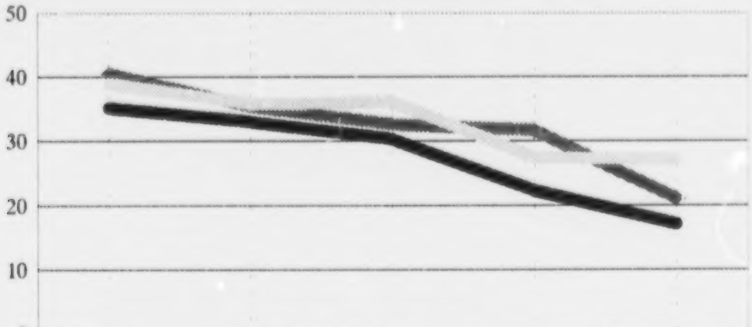
School Poverty Concentration

Students' Achievement. Teachers were also asked to judge each student's "overall achievement in school" as well as specific levels of achievement in reading and math (exhibits 1.56 and 1.58). As with assessments of overall student ability, teachers' judgments of overall achievement were correlated with the concentration of school poverty. Teachers in low-poverty schools were more likely to rate students as high achievers, overall as well as by subject area, than were teachers in high-poverty schools.

Differences across school poverty categories in teachers' judgments of the overall achievement levels of their students appeared to vary by grade cohort. For the first-grade cohort, teachers of students in low-poverty schools were about 10 percentage points more likely than those in high-poverty schools to perceive them as above average achievers. For the seventh-grade cohort, the percentage point difference increased to 17. Teachers in low-poverty middle schools were more than twice as likely as teachers of students in high-poverty middle schools to consider their students to be above average performers.

Teachers' judgments about students' achievement levels in reading and mathematics display the same patterns as were observed for the overall ability and achievement measures (exhibits 1.57A and B). Teachers of students in low-poverty schools are substantially more likely than teachers of students in high-poverty schools to rate students as being above grade level in reading and math (with differences ranging 8 to 20 percentage points across grade cohorts and subject areas).

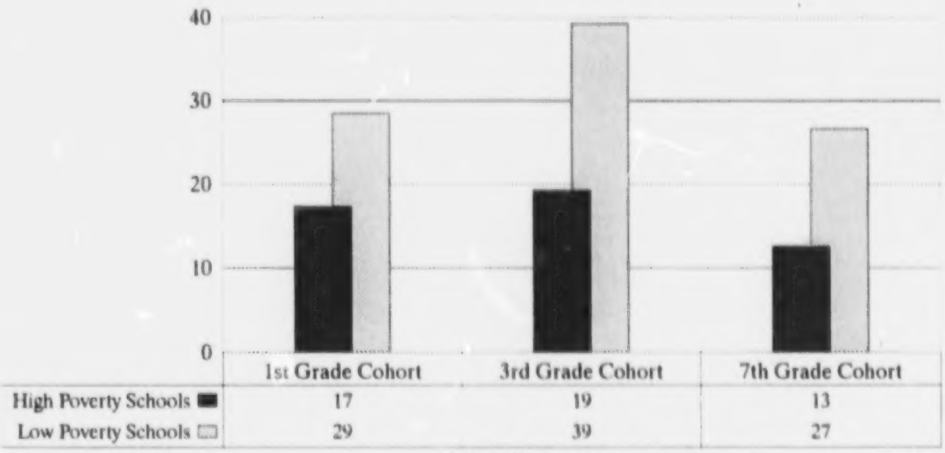
Exhibit 1.56: Percentage of Students Judged by Their Teachers as Having Above Average Overall Achievement by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort	39	36	36	27	27
3rd Grade Cohort ■	41	35	33	32	21
7th Grade Cohort ■	35	33	30	22	17

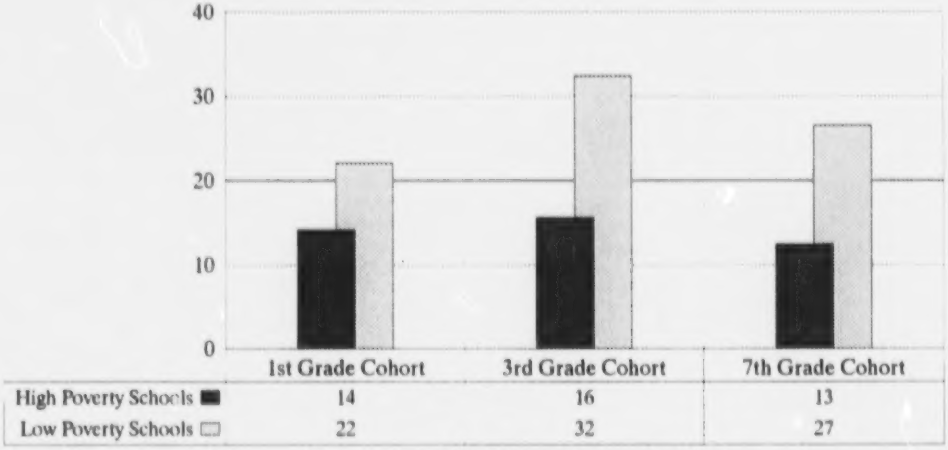
School Poverty Concentration

Exhibit 1.57A: Percentage of Students Judged by Their Teachers as Having Above Grade Level Achievement in Reading by School Poverty Concentration and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
High Poverty Schools ■	17	19	13
Low Poverty Schools ☐	29	39	27

Exhibit 1.57B: Percentage of Students Judged by Their Teachers as Having Above Grade Level Achievement in Math by School Poverty Concentration



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
High Poverty Schools ■	14	16	13
Low Poverty Schools ☐	22	32	27

Exhibit 1.58: Teachers' Judgment of Students' Academic Achievement by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Teachers' Judgment of Students' Academic Achievement	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
High overall ability to perform in school						
Yes	38.8%	44.5%	39.0%	41.2%	32.9%	33.4%
Missing data	16.2	17.7	14.9	9.1	11.7	24.2
Above average overall achievement in school						
Yes	33.8%	38.9%	35.8%	36.1%	27.4%	27.1%
Missing data	16.4	17.8	14.8	9.1	12.1	25.4
Student is presently reading...						
Above grade	25.4%	28.5%	30.4%	29.3%	17.4%	17.3%
At grade	50.1%	53.2%	50.5%	44.1%	51.6%	49.7%
Below grade	24.2%	18.2%	18.8%	26.3%	30.6%	32.2%
Don't teach reading to student	0.3%	0.1%	0.3%	0.2%	0.3%	0.9%
Missing data	16.8	17.8	15.0	9.7	12.3	25.1
Student's math achievement is presently...						
Above grade	19.4%	22.1%	20.1%	27.9%	14.0%	14.2%
At grade	66.4%	68.9%	68.9%	57.6%	66.9%	65.0%
Below grade	13.4%	7.7%	9.3%	14.5%	19.1%	19.7%
Don't teach math to student	0.9%	1.3%	1.7%	0.0%	0.0%	1.1%
Missing data	16.9	17.7	16.1	9.4	11.7	25.1
3rd Grade Cohort						
High overall ability to perform in school						
Yes	39.6%	42.5%	38.3%	43.6%	38.4%	30.4%
Missing data	17.8	14.0	9.8	18.3	16.1	26.5
Above average overall achievement in school						
Yes	34.7%	40.5%	35.4%	32.5%	31.6%	21.0%
Missing data	17.7	13.9	10.0	18.3	15.8	25.8
Student is presently reading...						
Above grade	32.1%	39.2%	34.4%	31.5%	26.0%	19.2%
At grade	41.4%	41.1%	39.9%	41.3%	44.9%	36.5%
Below grade	22.6%	17.1%	21.3%	26.1%	20.7%	39.7%
Don't teach reading to student	3.9%	2.6%	4.4%	1.0%	8.3%	4.5%
Missing data	17.9	14.6	10.2	18.3	16.0	25.7
Student's math achievement is presently...						
Above grade	24.8%	32.4%	24.2%	23.6%	21.2%	15.6%
At grade	51.7%	49.0%	53.9%	52.4%	54.2%	44.5%
Below grade	19.5%	15.5%	18.1%	21.5%	16.7%	34.1%
Don't teach math to student	4.2%	3.2%	3.9%	2.5%	7.9%	5.7%
Missing data	18.0	14.2	9.9	18.7	17.0	26.5
7th Grade Cohort						
High overall ability to perform in school						
Yes	39.6%	42.5%	41.8%	39.0%	27.0%	24.8%
Missing data	23.2	21.8	20.8	18.3	18.8	41.6
Above average overall achievement in school						
Yes	31.5%	35.1%	33.0%	30.3%	22.3%	17.1%
Missing data	24.0	23.6	21.1	19.3	19.0	41.4
Student is presently reading...						
Above grade	21.2%	26.6%	19.9%	22.1%	11.3%	12.5%
At grade	25.5%	28.7%	27.0%	20.2%	19.6%	24.7%
Below grade	23.9%	20.2%	22.9%	21.0%	32.7%	51.5%
Don't teach reading to student	29.4%	24.5%	30.2%	36.8%	36.5%	11.2%
Missing data	23.6	22.5	20.7	18.3	20.1	42.8
Student's math achievement is presently...						
Above grade	22.0%	25.1%	23.6%	19.9%	17.3%	8.7%
At grade	27.3%	27.3%	31.2%	22.7%	22.4%	22.5%
Below grade	19.7%	15.2%	17.3%	21.0%	30.6%	42.2%
Don't teach math to student	31.0%	32.4%	28.0%	36.4%	29.7%	26.9%
Missing data	24.5	22.2	21.5	21.6	19.0	45.1
Total Weighted N						
1st Grade Cohort	3,555,519	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,494	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,024	783,549	1,082,225	629,226	177,331	207,325

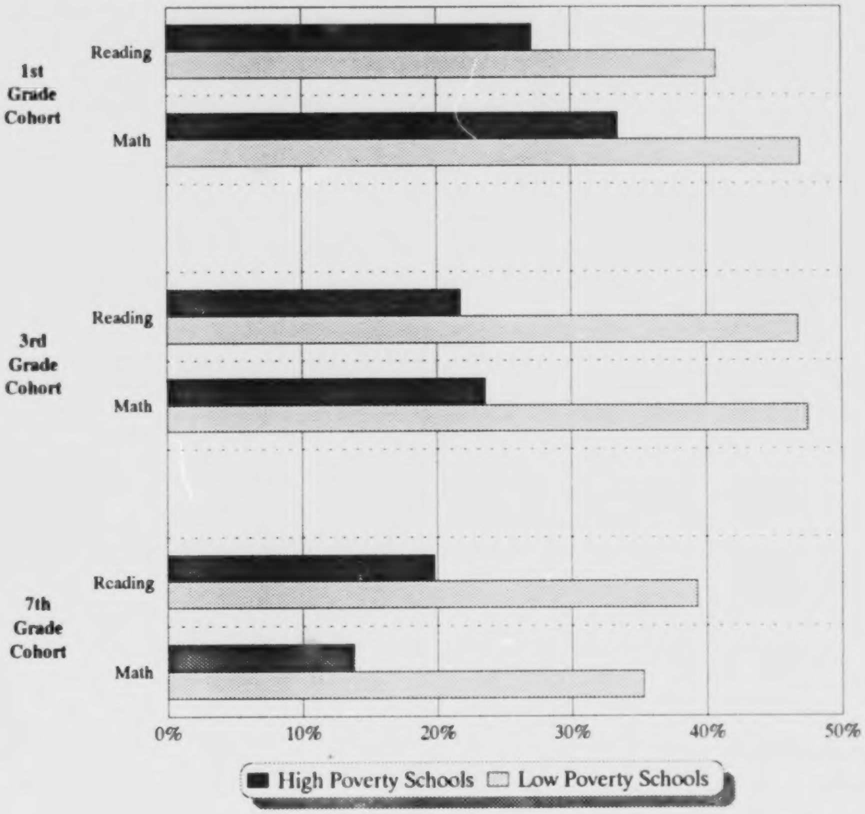
Notes: Total Weighted N includes cases with unknown School Poverty status

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Profile

Grades. Student grades in reading (exhibits 1.59 and 1.60A), English/language arts (exhibit 1.60B), and math (exhibits 1.59 and 1.60C) were abstracted from student records.[4] These data demonstrate that third- and seventh-grade cohort students in low-poverty schools are generally about twice as likely as students in high-poverty schools to receive the highest grades (exceptional, or mostly A's or about half A's and half B's); in the first-grade cohort, the difference is smaller, about 50 percent.

Exhibit 1.59: Percentage of Students Earning the Highest Grades in Reading and Math by School Poverty Concentration and Grade Cohort



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[4] Exhibits 1.60A-C treat missing values differently from the way previous exhibits treated them. For clarity, we have divided the "missing data" category into two parts—students who did not take the particular subject during the school year and students for whom data were not available from school records. Valid column percentages are, therefore, based on those students for whom data are available *and* who took the particular subject.

Exhibit 1.60A: Reading Grades by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Reading Grades	TOTAL	Student Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Mostly A's (90-100)	10.7%	7.3%	15.3%	15.1%	4.7%	15.6%
About half A's and half B's (85-89)	4.4%	2.5%	8.7%	4.4%	1.0%	6.8%
Mostly B's (80-84)	6.3%	4.5%	7.0%	6.7%	1.8%	16.9%
About half B's and half C's (75-79)	1.9%	•	2.2%	2.9%	0.4%	5.6%
Mostly C's (70-74)	5.1%	2.2%	7.2%	5.2%	1.4%	14.3%
About half C's and half D's (65-69)	0.5%	•	•	•	•	3.0%
Mostly D's (60-64)	1.4%	•	1.0%	•	•	6.8%
Mostly below D (Below 60)	1.1%	•	1.5%	•	•	5.6%
Exceptional	19.2%	28.0%	14.1%	15.5%	17.6%	4.7%
Satisfactory	39.1%	39.7%	37.7%	35.2%	60.5%	15.8%
Unsatisfactory	6.1%	3.8%	4.0%	8.4%	10.6%	4.3%
Other	1.4%	3.2%	0.7%	•	1.3%	1.2%
Did not take reading	2.6%	7.4%	•	4.6%	•	•
Missing data	15.2	4.0	11.9	24.1	18.8	22.1
3rd Grade Cohort						
Mostly A's (90-100)	24.0%	24.5%	26.6%	22.7%	27.9%	13.0%
About half A's and half B's (85-89)	9.5%	7.7%	7.5%	11.6%	15.9%	8.1%
Mostly B's (80-84)	23.8%	20.2%	29.2%	21.4%	24.9%	24.0%
About half B's and half C's (75-79)	6.1%	3.9%	7.1%	4.8%	9.3%	9.8%
Mostly C's (70-74)	12.1%	6.8%	15.3%	12.5%	11.5%	22.4%
About half C's and half D's (65-69)	1.6%	0.9%	1.7%	2.4%	0.9%	3.3%
Mostly D's (60-64)	2.6%	1.1%	2.0%	2.4%	3.0%	7.7%
Mostly below D (Below 60)	1.1%	•	•	•	0.9%	4.0%
Exceptional	5.5%	11.8%	2.7%	3.2%	1.1%	0.7%
Satisfactory	8.0%	13.6%	3.4%	9.7%	2.7%	5.0%
Unsatisfactory	1.8%	•	1.4%	2.3%	•	1.8%
Other	0.9%	1.4%	1.6%	•	•	•
Did not take reading	3.0%	6.0%	•	5.5%	•	•
Missing data	12.5	4.6	9.6	10.8	20.6	18.3
7th Grade Cohort						
Mostly A's (90-100)	10.5%	13.7%	7.3%	12.1%	9.4%	9.2%
About half A's and half B's (85-89)	5.2%	4.1%	4.6%	8.1%	4.1%	5.7%
Mostly B's (80-84)	10.6%	6.6%	8.0%	16.0%	19.2%	16.6%
About half B's and half C's (75-79)	5.1%	3.7%	3.4%	6.6%	5.7%	14.1%
Mostly C's (70-74)	8.5%	5.1%	7.4%	10.7%	16.9%	14.2%
About half C's and half D's (65-69)	2.3%	2.4%	1.8%	3.0%	•	3.1%
Mostly D's (60-64)	3.6%	2.9%	2.8%	4.4%	4.6%	9.1%
Mostly below D (Below 60)	2.4%	2.0%	2.2%	2.4%	4.7%	2.8%
Exceptional	0.5%	•	•	1.8%	•	•
Satisfactory	1.3%	•	1.1%	3.9%	•	•
Unsatisfactory	•	•	•	•	•	•
Other	7.3%	4.8%	11.5%	7.4%	•	•
Did not take reading	42.5%	54.7%	49.8%	22.4%	32.7%	24.9%
Missing data	32.6	32.1	28.6	34.6	21.4	45.0
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown Sch Poverty status.

• = fewer than 20 sample cases in cell.

Source: Prospects, Student Abstract

Exhibit 1.60B: English/Language Arts Grades by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

		Student Poverty Concentration				
English/Language Arts Grades	TOTAL	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Mostly A's (90-100)	9.7%	9.3%	14.5%	9.6%	3.0%	13.9%
About half A's and half B's (85-89)	3.8%	3.7%	5.4%	3.6%	0.6%	6.7%
Mostly B's (80-84)	6.2%	4.5%	8.8%	6.8%	1.7%	14.3%
About half B's and half C's (75-79)	2.0%	1.4%	2.4%	1.2%	•	6.7%
Mostly C's (70-74)	5.1%	2.1%	8.9%	5.9%	1.4%	10.2%
About half C's and half D's (65-69)	0.7%	•	•	•	•	3.2%
Mostly D's (60-64)	1.2%	•	•	1.5%	•	4.7%
Mostly below D (Below 60)	0.9%	•	•	•	•	3.1%
Exceptional	16.2%	26.5%	6.6%	14.0%	16.6%	4.1%
Satisfactory	48.6%	40.9%	29.4%	46.1%	63.7%	21.7%
Unsatisfactory	4.7%	2.8%	1.8%	10.4%	6.9%	3.3%
Other	2.0%	2.6%	1.3%	•	•	7.9%
Did not take reading	6.9%	5.0%	18.7%	•	5.1%	•
Missing data	17.3	7.8	14.5	22.2	19.2	23.8
3rd Grade Cohort						
Mostly A's (90-100)	24.4%	25.8%	28.9%	23.2%	22.5%	13.1%
About half A's and half B's (85-89)	9.9%	8.0%	9.6%	9.7%	15.2%	9.9%
Mostly B's (80-84)	23.3%	19.4%	25.5%	23.2%	26.7%	25.9%
About half B's and half C's (75-79)	6.9%	4.3%	6.7%	8.2%	11.1%	8.8%
Mostly C's (70-74)	11.5%	8.2%	13.9%	9.6%	11.5%	18.9%
About half C's and half D's (65-69)	2.3%	1.0%	3.0%	2.3%	2.0%	4.9%
Mostly D's (60-64)	3.0%	•	2.5%	5.5%	2.4%	7.4%
Mostly below D (Below 60)	1.5%	•	1.3%	3.0%	0.8%	3.6%
Exceptional	6.4%	13.7%	2.9%	4.8%	1.2%	0.6%
Satisfactory	9.0%	15.9%	3.7%	9.4%	5.2%	4.8%
Unsatisfactory	1.1%	•	•	•	•	1.9%
Other	0.8%	1.3%	1.2%	•	•	•
Did not take reading	•	•	•	•	•	•
Missing data	12.5	4.8	9.8	10.6	20.6	18
7th Grade Cohort						
Mostly A's (90-100)	21.0%	23.7%	24.3%	16.8%	10.1%	8.3%
About half A's and half B's (85-89)	9.3%	10.6%	9.7%	9.8%	4.8%	3.7%
Mostly B's (80-84)	21.5%	23.8%	21.4%	20.7%	27.2%	9.5%
About half B's and half C's (75-79)	10.0%	8.2%	9.8%	12.6%	6.7%	12.0%
Mostly C's (70-74)	17.5%	16.1%	16.3%	18.2%	23.0%	24.9%
About half C's and half D's (65-69)	4.6%	5.1%	4.2%	4.2%	2.9%	6.6%
Mostly D's (60-64)	8.3%	7.0%	8.6%	7.7%	15.5%	9.4%
Mostly below D (Below 60)	5.6%	4.8%	5.2%	4.4%	6.9%	14.9%
Exceptional	•	•	•	•	•	•
Satisfactory	1.0%	•	•	2.7%	•	6.8%
Unsatisfactory	0.5%	•	•	1.9%	•	•
Other	•	•	•	•	•	•
Did not take reading	•	•	•	•	•	•
Missing data	11.8	5.1	7.5	13.2	19.8	27.4
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

• = fewer than 20 sample cases in cell.

Source: Prospects, Student Abstract

Exhibit 1.60C: Mathematics Grades by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Mathematics Grades	TOTAL	Student Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Mostly A's (90-100)	15.5%	14.8%	20.6%	20.0%	5.1%	21.9%
About half A's and half B's (85-89)	4.0%	2.4%	6.2%	5.2%	1.3%	6.9%
Mostly B's (80-84)	6.7%	6.0%	5.5%	7.1%	1.6%	19.9%
About half B's and half C's (75-79)	1.5%	*	2.0%	1.4%	0.4%	4.7%
Mostly C's (70-74)	4.2%	1.5%	7.1%	3.1%	0.9%	11.7%
About half C's and half D's (65-69)	0.5%	*	*	*	*	2.2%
Mostly D's (60-64)	1.0%	*	*	*	*	3.9%
Mostly below D (Below 60)	0.8%	*	*	*	*	2.7%
Exceptional	20.7%	29.8%	14.1%	19.2%	21.7%	4.7%
Satisfactory	39.7%	39.8%	39.5%	33.5%	60.3%	17.6%
Unsatisfactory	4.1%	1.9%	2.3%	7.5%	6.7%	2.6%
Other	1.1%	2.2%	0.7%	*	1.3%	1.1%
Did not take reading	*	*	*	*	*	*
Missing data	14.9	4.0	11.9	22.3	18.8	22.2
3rd Grade Cohort						
Mostly A's (90-100)	27.0%	29.1%	29.8%	25.3%	31.0%	15.3%
About half A's and half B's (85-89)	11.3%	9.8%	9.0%	14.0%	16.8%	10.1%
Mostly B's (80-84)	22.9%	19.2%	25.1%	23.7%	24.8%	24.5%
About half B's and half C's (75-79)	6.9%	7.0%	6.5%	5.4%	6.0%	10.2%
Mostly C's (70-74)	11.3%	6.2%	14.5%	10.3%	10.5%	21.0%
About half C's and half D's (65-69)	1.8%	1.0%	1.3%	2.7%	1.6%	4.6%
Mostly D's (60-64)	2.5%	1.1%	3.2%	2.9%	2.3%	5.2%
Mostly below D (Below 60)	1.0%	*	*	*	1.0%	2.5%
Exceptional	4.1%	8.6%	1.8%	3.4%	*	0.5%
Satisfactory	8.8%	14.5%	5.1%	10.3%	2.8%	4.5%
Unsatisfactory	1.2%	*	*	*	*	1.2%
Other	1.0%	1.6%	1.3%	*	*	*
Did not take reading	*	*	*	*	*	*
Missing data	12.8	4.7	9.6	11.5	20.8	19.9
7th Grade Cohort						
Mostly A's (90-100)	21.9%	24.7%	24.7%	17.5%	18.7%	6.1%
About half A's and half B's (85-89)	10.2%	9.8%	10.8%	10.9%	7.9%	9.2%
Mostly B's (80-84)	21.7%	23.5%	21.8%	20.1%	26.1%	15.5%
About half B's and half C's (75-79)	8.1%	7.0%	8.1%	8.5%	6.1%	12.9%
Mostly C's (70-74)	17.4%	17.2%	18.0%	15.0%	22.0%	19.1%
About half C's and half D's (65-69)	4.3%	4.0%	4.2%	3.7%	5.7%	7.4%
Mostly D's (60-64)	6.6%	6.8%	6.0%	6.6%	5.6%	11.5%
Mostly below D (Below 60)	5.8%	6.5%	6.1%	4.0%	4.6%	7.7%
Exceptional	0.4%	*	*	*	*	*
Satisfactory	1.0%	*	*	2.6%	*	6.2%
Unsatisfactory	0.4%	*	*	*	*	*
Other	*	*	*	*	*	*
Did not take reading	1.8%	*	*	8.2%	*	*
Missing data	11.8	5.0	7.6	13.4	19.8	27.5
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Abstract

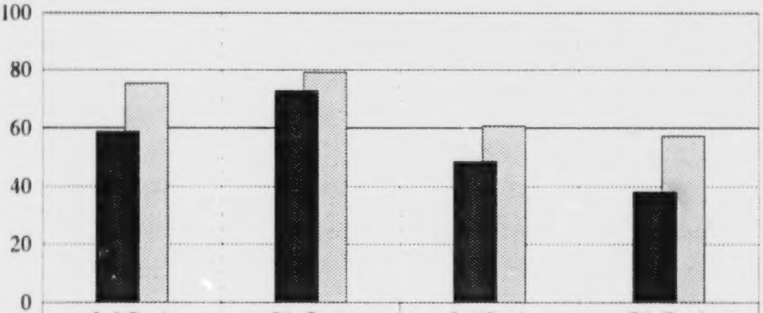
Students' Self-Assessment

Students in the third- and seventh-grade cohorts were asked to assess their own competence in reading and math (exhibits 1.61 and 1.62). (Questionnaires were not used with first-grade cohort students.) In part, these data confirm both cognitive test data and teachers' judgments. However, self-assessment in basic subjects also serves as an important psychological marker of students' self-image as learners. Students who believe they have difficulty with basic subjects may be less likely to sustain the motivation and effort to overcome performance gaps between themselves and others, or to meet local or national performance standards.

As found for other performance-related indicators, students in high-poverty schools were less likely than students in low-poverty schools to consider themselves to be performing well in reading or math. For example, among students in the third-grade cohort, 75 percent of the children in low-poverty schools indicated their belief that they were "very good" at reading, compared with 59 percent of the children in high-poverty schools. For the seventh-grade cohort, differences in self-assessment in reading competence between children in high- and low-poverty schools were smaller than for the third grade but were in the same direction.

Self-assessments concerning mathematics performance showed larger differences for both cohorts between students in high- and low-poverty schools. Some 61 percent of third-grade cohort members in low-poverty schools reported that they were "very good at math" compared with 49 percent in high-poverty schools. This pattern continues for the seventh-grade cohort with 57 percent of the students in low-poverty schools reporting that they "have an easy time with math" compared to only 38 percent in high-poverty schools. Moreover, compared with students in low-poverty schools, about twice the proportion of both the third- and seventh-grade cohorts in high-poverty schools said that they "have a lot of trouble with math."

Exhibit 1.61: Percentage of Students Who Believe They Are "Very Good" at Reading and Math by School Poverty Concentration and Grade Cohort



	3rd Grade Reading	7th Grade Reading	3rd Grade Math	7th Grade Math
High Poverty Schools ■	59	73	49	38
Low Poverty Schools □	75	79	61	57

School Poverty Concentration

Exhibit 1.62: Students' Self-Assessment of Reading and Math Competence by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Students' Self-Assesment of Reading Competence	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Have a lot of trouble	2.0%	*	1.5%	2.0%	4.0%	4.6%
Find it hard, but do okay	28.2%	23.7%	30.1%	25.6%	32.0%	36.8%
Am a very good reader	69.8%	75.4%	68.5%	72.4%	64.1%	58.7%
Missing data	15.1	12.0	13.5	13.4	13.9	16.3
7th Grade Cohort						
Have a lot of trouble	2.2%	2.0%	2.0%	2.5%	2.5%	2.9%
Find it hard, but do okay	20.8%	18.7%	19.8%	23.4%	22.3%	24.4%
Am a very good reader	77.0%	79.2%	78.2%	74.1%	75.3%	72.7%
Missing data	23.0	20.1	19.6	22.4	28.4	31.8
Student Self-Assesment of Math Competence						
3rd Grade Cohort						
Have a lot of trouble	6.3%	4.5%	4.6%	10.2%	7.0%	9.5%
Find it hard, but do okay	37.6%	34.7%	39.1%	35.7%	41.9%	42.1%
Am very good at math	56.1%	60.8%	56.3%	54.1%	51.2%	48.5%
Missing data	15.0	12.0	13.4	13.2	13.0	16.4
7th Grade Cohort						
Have a lot of trouble	8.8%	6.8%	7.9%	9.6%	16.1%	12.5%
Find it hard, but do okay	37.0%	35.5%	31.0%	42.8%	44.9%	49.4%
Have an easy time	54.0%	57.4%	60.9%	47.4%	38.0%	38.1%
Not taking math	*	*	*	*	*	*
Missing data	23.3	20.1	20.0	22.4	28.6	31.7
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

Classroom Behavior and Performance

Teachers' judgments of students' classroom performance are an important indicator of their availability for learning and, in the aggregate, an assessment of the classroom educational environment. Consequently, teachers were asked to provide information for each child in their classes on a variety of factors, including students' ability to follow rules and directions, the extent to which students work hard at school, and the likelihood that they will cause disruptions in the classroom. Teachers were asked to indicate "how well you think each characteristic describes the student" using the response categories "very much," "somewhat," and "not at all."

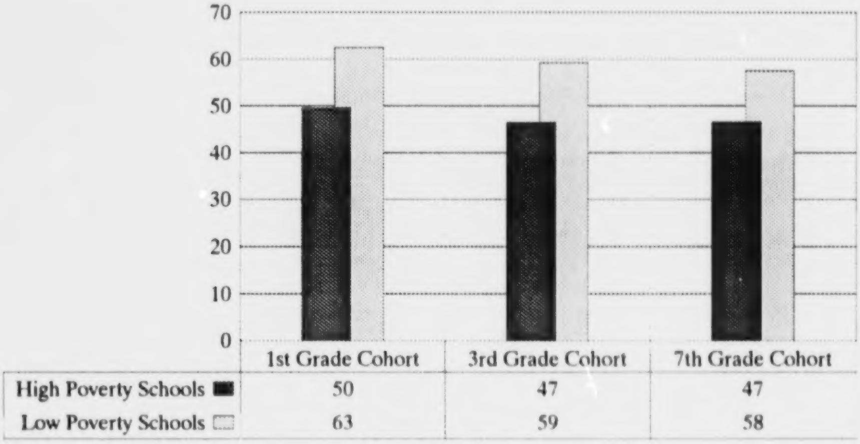
Classroom Behavior

The teachers of students in the first- and third-grade cohorts in high-poverty schools generally judged their students less favorably than did the teachers of students in low-poverty schools (exhibits 1.63 and 1.64). Teachers of children in high-poverty schools were less likely to indicate that their students work hard, are able to follow directions or classroom rules, or care about doing well in school, and teachers of students in the third-grade cohort in high-poverty schools were more likely to indicate that children are disruptive.

However, there were no important differences in the teachers' judgments of seventh-grade cohort students in low- and high-poverty schools.

As for other data reported on teachers' judgments, the reader is cautioned that it is difficult to disentangle actual student differences from differences in teachers' expectations in high- and low-poverty schools.

Exhibit 1.63: Percentage of Students Judged by Their Teachers as Very Able to Follow Directions by School Poverty Concentration and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
High Poverty Schools ■	50	47	47
Low Poverty Schools □	63	59	58

Exhibit 1.64: Teachers' Judgment of Students' School Behavior by School Poverty Concentration and Grade Cohort: 12-Month Foilow-up Study
(Weighted Column Percentages)

Teachers' Judgment of Extent to Which "Very Much" Describes the Student	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Works hard at school						
Yes	49.7%	57.7%	47.2%	50.3%	44.8%	43.4%
Missing data	16.7	18.1	14.9	9.8	13.2	25.1
Is willing to follow rules						
Yes	58.6%	64.4%	57.6%	59.4%	56.1%	52.5%
Missing data	16.7	18.0	14.7	9.9	13.1	25.1
Cares about doing well in school						
Yes	62.7%	72.3%	61.5%	62.0%	58.4%	54.7%
Missing data	17.3	18.3	15.0	10.6	14.5	25.2
Enjoys school						
Yes	69.3%	73.6%	68.2%	69.8%	69.9%	62.1%
Missing data	18.4	19.1	17.8	10.8	15.4	25.9
Can follow and understand directions						
Yes	55.9%	62.5%	56.0%	58.6%	49.3%	49.6%
Missing data	17.2	18.1	15.7	10.6	13.4	25.3
Is late for school						
Yes	5.8%	7.4%	3.8%	5.3%	6.0%	8.5%
Missing data	17.4	19.1	17.2	10.1	11.1	26.6
Disrupts the class						
Yes	15.2%	12.6%	17.8%	17.9%	12.2%	17.6%
Missing data	23.1	23.9	20.3	21.7	15.1	34.5
3rd Grade Cohort						
Works hard at school						
Yes	45.8%	51.4%	46.2%	43.9%	43.4%	35.4%
Missing data	18.2	14.0	12.1	18.5	16.0	25.4
Is willing to follow rules						
Yes	61.5%	66.3%	64.9%	57.5%	58.9%	50.1%
Missing data	18.0	14.1	11.1	18.8	15.7	25.1
Cares about doing well in school						
Yes	58.7%	66.6%	59.1%	55.9%	54.9%	46.1%
Missing data	18.3	14.2	11.8	18.7	15.8	26.7
Enjoys school						
Yes	53.7%	56.7%	57.9%	52.4%	50.3%	47.8%
Missing data	21.3	15.9	16.2	20.8	21.4	29.2
Can follow and understand directions						
Yes	55.9%	59.2%	57.5%	55.2%	53.7%	46.5%
Missing data	17.8	13.9	10.1	18.9	16.9	25.1
Is late for school						
Yes	4.4%	3.4%	3.7%	5.3%	5.7%	7.1%
Missing data	23.4	20.9	20.2	20.6	18.8	29.3
Disrupts the class						
Yes	11.6%	8.4%	12.0%	14.5%	10.4%	18.5%
Missing data	27.3	25.2	21.6	30.4	19.0	33.9
Total Weighted N						
1st Grade Cohort	3,555,519	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,494	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,024	783,549	1,082,225	629,226	177,331	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Profile

Exhibit 1.64 (Continued): Teachers' Judgment of Students' School Behavior by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Teachers' Judgment of Extent to Which "Very Much" Describes the Student	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
7th Grade Cohort						
Works hard at school						
Yes	36.0%	40.2%	37.2%	32.8%	26.9%	30.0%
Missing data	24.7	24.3	21.3	19.9	21.2	43.0
Is willing to follow rules						
Yes	56.7%	57.6%	57.5%	56.5%	49.8%	51.8%
Missing data	23.9	23.3	21.0	18.7	21.3	41.8
Cares about doing well in school						
Yes	48.6%	50.5%	49.5%	47.8%	35.8%	50.2%
Missing data	25.0	25.0	21.8	19.2	21.5	44.7
Enjoys school						
Yes	38.3%	38.8%	38.0%	41.0%	30.2%	39.6%
Missing data	31.1	31.8	28.8	24.1	26.6	48.9
Can follow and understand directions						
Yes	55.2%	57.5%	54.7%	57.1%	0.0%	46.6%
Missing data	24.1	22.6	21.8	18.8	22.6	41.8
Is late for school						
Yes	7.7%	5.4%	0.0%	6.8%	7.5%	7.1%
Missing data	58.0	58.3	60.5	52.3	42.7	67.0
Disrupts the class						
Yes	0.0%	13.2%	12.2%	13.9%	9.9%	16.6%
Missing data	30.8	31.7	28.0	23.4	30.6	48.8
Total Weighted N						
1st Grade	3,555,519	843,742	843,595	536,443	709,964	477,074
3rd Grade	3,042,494	967,336	700,709	480,394	318,117	400,688
7th Grade	2,945,024	783,549	1,082,225	629,226	177,331	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Profile

Classroom Performance

Teachers were asked to judge individual students on a range of indicators of classroom performance including their creativity, ability to work independently, concentration level, writing proficiency, ability to work cooperatively, completion of homework and seatwork, attentiveness, and class participation. Primarily in the first- and third-grade cohorts, teachers' perceptions were strongly related to the concentration of school poverty (exhibits 1.65 and 1.66A through 1.66C). For example, teachers of students in the third-grade cohort in high-poverty schools judge their students to be less able to work independently (46 percent vs. 63 percent), less able to concentrate (47 percent vs. 58 percent), less able to write a well-developed paragraph or paper (28 percent vs. 47 percent), less motivated to learn (33 percent vs. 49 percent), and less able to complete homework (45 percent vs. 59 percent) or seatwork (47 percent vs. 59 percent) than do teachers in low-poverty schools. Although the direction of the relationships is generally the same for seventh-grade cohort students, the magnitude of the differences between high- and low-poverty schools is much smaller.

Exhibit 1.65A: Percentage of 1st Grade Cohort Students Judged by Their Teachers as Having High Levels of Specified Characteristics by School Poverty Concentration

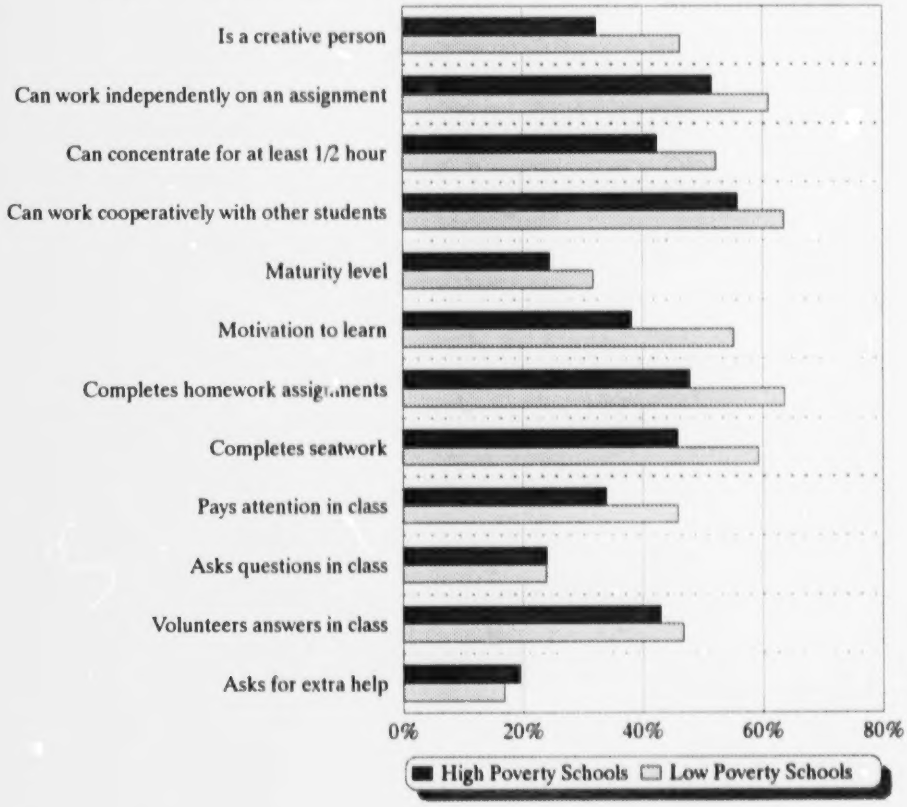


Exhibit 1.65B: Percentage of 3rd Grade Cohort Students Judged by Their Teachers as Having High Levels of Specified Characteristics by School Poverty Concentration

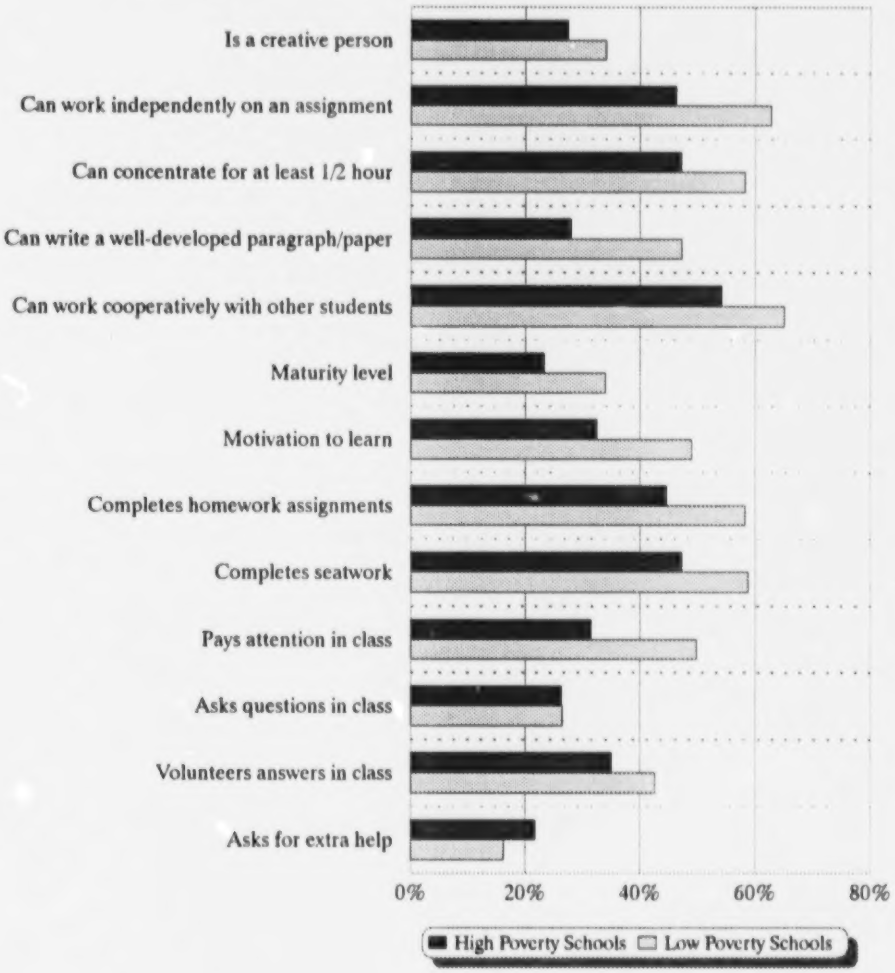


Exhibit 1.65C: Percentage of 7th Grade Cohort Students Judged by Their Teachers as Having High Levels of Specified Characteristics by School Poverty Concentration

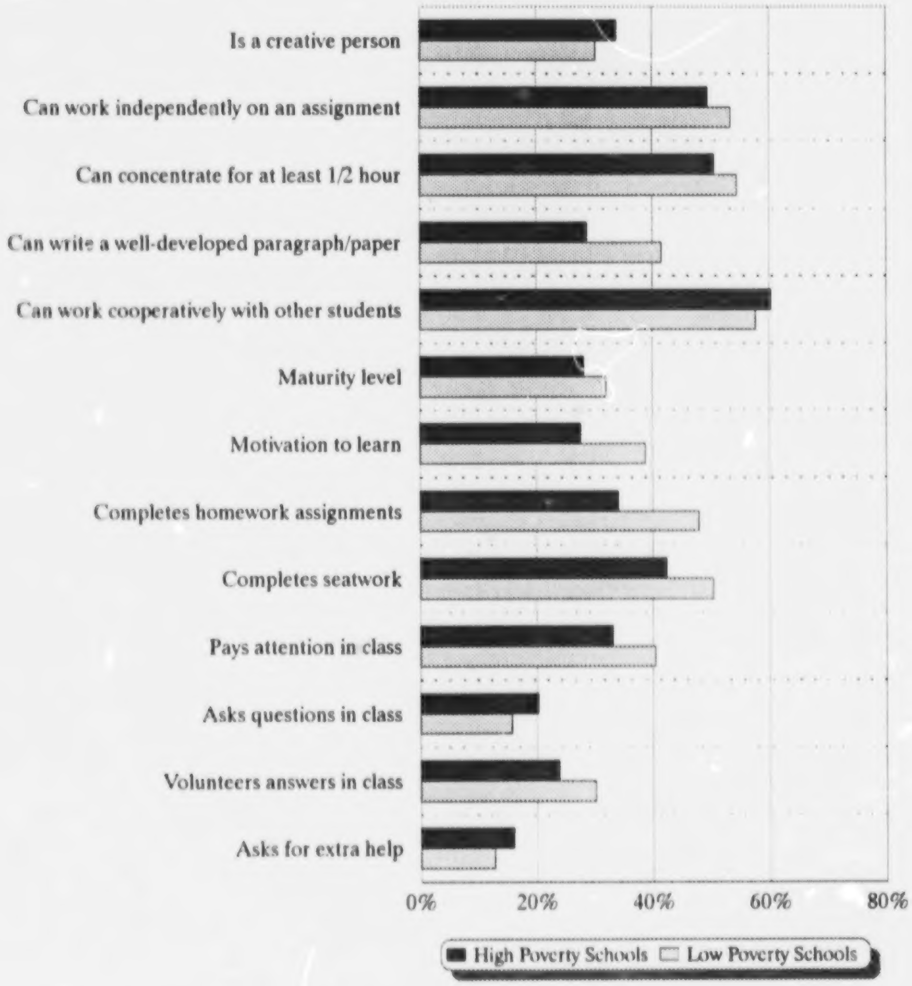


Exhibit 1.66: Teachers' Judgment of Students' Classroom Performance by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Teachers' Judgment of Extent to Which "Very Much" Describes the Student	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Is a creative person						
Yes	37.5%	46.4%	32.4%	44.7%	32.5%	32.4%
Missing data	16.6	18.0	16.0	11.4	14.9	26.0
Can work independently on an assignment						
Yes	57.1%	61.1%	58.0%	59.7%	51.2%	51.6%
Missing data	16.6	17.8	14.6	10.1	13.2	24.9
Can concentrate for at least 1/2 hour						
Yes	48.6%	52.3%	48.8%	52.4%	45.9%	42.5%
Missing data	17.0	18.3	15.0	10.4	13.3	25.4
Can write a well-developed paragraph/paper						
Yes	36.9%	44.2%	39.7%	35.1%	30.7%	25.5%
Missing data	28.4	25.1	24.1	26.5	26.6	38.5
Can cooperatively with other students						
Yes	61.4%	63.6%	64.3%	62.4%	58.4%	55.9%
Missing data	16.2	17.7	14.7	10.1	10.8	25.2
Teachers' Rating of Student as "High" on the Following Characteristics						
Maturity level						
Yes	26.7%	31.8%	25.8%	25.9%	24.8%	24.6%
Missing data	16.3	17.7	14.7	11.3	10.4	25.6
Motivation to learn						
Yes	46.7%	55.3%	43.5%	46.9%	44.9%	38.3%
Missing data	18.5	21.0	14.8	12.8	14.9	27.2
Completes homework assignments						
Yes	56.4%	63.7%	58.3%	59.8%	52.1%	47.9%
Missing data	34.3	39.9	48.5	16.0	24.7	33.9
Completes seatwork						
Yes	52.5%	59.3%	53.1%	55.3%	46.1%	45.9%
Missing data	16.8	19.3	15.6	10.2	10.6	25.9
Pays attention						
Yes	39.1%	45.9%	37.6%	45.1%	30.9%	34.0%
Missing data	16.0	17.7	14.6	9.9	10.2	25.2
Asks questions in class						
Yes	26.9%	24.0%	25.5%	33.6%	28.1%	24.1%
Missing data	17.4	18.4	15.4	12.0	12.9	25.8
Volunteers answers in class						
Yes	44.2%	46.8%	44.3%	48.2%	36.4%	43.0%
Missing data	16.2	17.7	14.7	10.2	10.5	25.2
Asks for extra help						
Yes	17.7%	16.9%	17.8%	18.5%	15.1%	19.6%
Missing data	18.1	19.4	15.8	12.8	14.1	26.8
Total Weighted N						
1st Grade Cohort	3,555,519	843,742	843,592	536,443	709,964	477,074
3rd Grade Cohort	3,042,494	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,024	783,549	1,082,225	629,226	177,331	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Profile

Exhibit 1.66 (Continued): Teachers' Judgment of Students' Classroom Performance by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Teachers' Judgment of Extent to Which "Very Much" Describes the Student	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Is a creative person						
Yes	33.0%	34.1%	33.9%	34.0%	34.4%	27.5%
Missing data	20.3	15.3	16.0	19.1	18.5	28.8
Can work independently on an assignment						
Yes	58.3%	62.8%	59.7%	57.5%	53.1%	46.3%
Missing data	17.6	14.0	10.1	18.7	15.7	24.8
Can concentrate for at least 1/2 hour						
Yes	55.2%	58.3%	59.2%	53.0%	51.7%	47.2%
Missing data	17.9	13.9	10.5	18.9	16.1	25.6
Can write a well-developed paragraph/paper						
Yes	41.9%	47.3%	42.0%	42.9%	41.6%	28.0%
Missing data	21.6	17.1	17.4	20.6	19.5	28.8
Can cooperatively with other students						
Yes	62.2%	65.1%	62.1%	62.1%	62.1%	55.4%
Missing data	17.8	14.0	10.1	18.9	16.1	25.8
Teachers' Rating of Student as "High" on the Following Characteristics						
Maturity level						
Yes	30.2%	34.0%	27.6%	31.0%	32.1%	23.3%
Missing data	17.9	14.1	10.8	18.3	15.4	26.3
Motivation to learn						
Yes	42.9%	49.0%	42.5%	41.4%	38.4%	32.5%
Missing data	19.4	14.5	14.2	18.9	16.2	26.6
Completes homework assignments						
Yes	52.8%	58.3%	50.5%	50.8%	51.9%	44.6%
Missing data	20.7	15.7	17.1	22.2	16.0	27.3
Completes seatwork						
Yes	55.8%	58.8%	56.4%	54.9%	53.4%	47.3%
Missing data	18.3	14.5	11.0	19.1	16.3	26.1
Pays attention						
Yes	42.7%	49.8%	41.1%	42.4%	39.6%	31.5%
Missing data	17.7	14.3	10.2	18.5	15.5	25.1
Asks questions in class						
Yes	24.9%	26.5%	22.9%	25.3%	26.9%	26.4%
Missing data	18.4	14.6	11.3	18.9	15.7	25.9
Volunteers answers in class						
Yes	39.0%	42.6%	39.0%	38.4%	37.0%	35.1%
Missing data	17.9	14.2	10.4	18.7	15.7	25.5
Asks for extra help						
Yes	16.2%	16.3%	15.4%	14.7%	16.9%	21.8%
Missing data	19.4	15.3	12.0	22.1	16.3	27.0
Total Weighted N						
1st Grade Cohort	3,555,519	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,494	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,024	783,549	1,082,225	629,226	177,331	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.
Source: Prospects, Student Profile

Exhibit 1.66 (Continued): Teachers' Judgment of Students' Classroom Performance by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Teachers' Judgment of Extent to Which "Very Much" Describes the Student	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
7th Grade Cohort						
Is a creative person						
Yes	28.3%	30.3%	27.5%	29.8%	14.9%	33.9%
Missing data	41.9	38.6	42.8	35.6	43.0	55.1
Can work independently on an assignment						
Yes	51.8%	53.5%	51.1%	51.9%	46.6%	49.5%
Missing data	23.7	22.1	20.9	18.7	22.8	41.8
Can concentrate for at least 1/2 hour						
Yes	51.1%	54.5%	51.4%	48.3%	43.6%	50.6%
Missing data	25.7	23.3	25.0	19.1	23.7	41.9
Can write a well-developed paragraph/paper						
Yes	38.1%	41.6%	40.3%	37.4%	25.9%	28.8%
Missing data	48.8	43.8	54.9	37.9	44.5	62.5
Can cooperatively with other students						
Yes	57.1%	57.7%	56.3%	59.1%	47.5%	60.3%
Missing data	25.1	22.8	26.0	19.7	20.0	43.4
Teachers' Rating of Student as "High" on the Following Ccharacteristics						
Maturity level						
Yes	31.4%	32.1%	34.1%	29.9%	18.8%	28.2%
Missing data	24.8	24.2	22.7	18.6	21.5	42.3
Motivation to learn						
Yes	35.8%	38.8%	36.9%	35.3%	24.7%	27.7%
Missing data	25.5	25.4	22.9	20.2	20.3	42.2
Completes homework assignments						
Yes	45.1%	47.9%	46.6%	42.7%	38.8%	34.1%
Missing data	25.5	23.4	23.1	20.6	25.0	43.2
Completes seatwork						
Yes	53.5%	50.4%	59.5%	51.3%	42.4%	42.4%
Missing data	24.9	22.5	23.6	19.9	18.9	42.5
Pays attention						
Yes	38.8%	40.4%	40.4%	37.3%	30.9%	33.1%
Missing data	23.4	22.5	21.0	18.1	18.8	41.4
Asks questions in class						
Yes	18.4%	15.8%	21.5%	21.6%	15.8%	20.3%
Missing data	23.7	22.3	21.5	18.6	19.0	42.2
Volunteers answers in class						
Yes	29.4%	30.2%	30.6%	30.2%	23.3%	23.9%
Missing data	24.0	22.0	22.6	18.2	19.3	42.1
Asks for extra help						
Yes	14.7%	12.8%	14.7%	16.6%	15.0%	16.1%
Missing data	24.9	23.5	23.2	19.1	20.1	42.2
Total Weighted N						
1st Grade Cohort	3,555,519	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,494	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,024	783,549	1,082,225	629,226	177,331	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Profile

Grade Retention

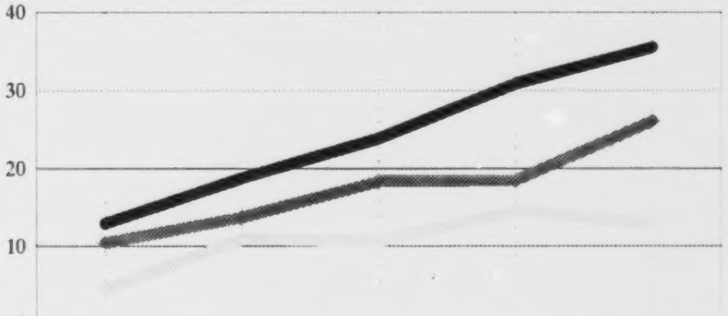
Retaining a student in grade, while appropriate in some situations, can seriously impair students' self-esteem and attachment to school.

According to responses from students' parents, the prevalence of grade retention is related both to the grade level of the student and to the concentration of school poverty (exhibits 1.67 and 1.68). For the total student population there is an increase of roughly 5 percentage points in the proportion ever retained in grade between the first- and third-grade cohorts (10 to 15 percent), and between the third- and seventh-grade cohorts (15 to 20 percent). As expected, the relationship between the poverty level of the student's school and the likelihood of grade retention becomes stronger in the later grades as the number of opportunities for retention increases, and the reasons for grade retention become more closely tied to school performance. Among students in the third-grade cohort, students in high-poverty schools are more than twice as likely to have ever been retained than students in low-poverty schools (26 percent vs. 10 percent).

Among students in the seventh-grade cohort, 36 percent of students in high-poverty schools have been retained by the time they reached the eighth grade, compared with about 13 percent of students in low-poverty schools.

About equal proportions of students have been retained in grade by the first grade in high-poverty schools as have *ever* been retained by the time they have reached the eighth grade in low-poverty schools (12.9 percent).

Exhibit 1.67: Percentage of Students whose Parent Reported They Had Ever Been Retained in Grade by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort	4	11	11	15	13
3rd Grade Cohort ▨	10	14	18	19	26
7th Grade Cohort ■	13	19	24	31	36

School Poverty Concentration

Exhibit 1.68: Percentage of Students Who Have Ever Been Retained by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Has Student Ever Repeated a Grade?	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Yes	10.1%	4.4%	10.9%	10.6%	14.5%	12.9%
No	89.9%	95.6%	89.1%	89.4%	85.5%	87.1%
Missing data	18.2	13.0	11.5	20.2	21.3	30.4
3rd Grade Cohort						
Yes	15.2%	10.4%	13.7%	18.4%	18.5%	26.1%
No	84.8%	89.6%	86.3%	81.6%	81.5%	73.9%
Missing data	22.8	15.6	18.7	29.8	21.3	31.2
7th Grade Cohort						
Yes	19.8%	12.9%	18.8%	23.9%	30.9%	35.6%
No	80.2%	87.1%	81.2%	76.1%	69.1%	64.4%
Missing data	25.1	20.9	19.4	23.1	41.5	41.4
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Parent Questionnaire

Absenteeism and Tardiness

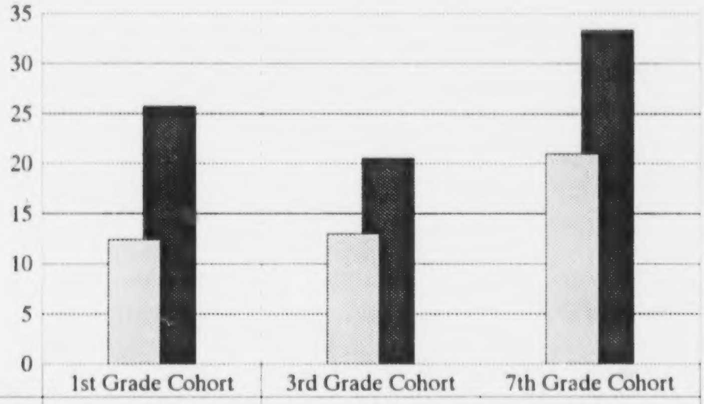
Excessive absences from school or excessive instances of tardiness can affect students' learning by decreasing the time of exposure to the educational curriculum. In the aggregate, frequent absenteeism or tardiness can affect teachers' ability to meet their instructional goals.

Absenteeism

Schools with high rates of student absenteeism find it difficult to deliver effective instruction. The seriousness of this problem is compounded to the extent that it is most prevalent in those schools where students show the greatest need for additional instruction. Data abstracted from student records indicate that schools with the highest concentrations of poor children suffer disproportionately from frequent student absences.

As shown in exhibits 1.69 and 1.70, students enrolled in high-poverty schools are more likely than students in low-poverty schools to have been absent more than 10 days during the current school year, a rate considered by most educators to represent a significant reduction in instructional time. Compared with students in low-poverty schools, excessive absenteeism is more than twice as likely for first-grade cohort students in high-poverty schools, and nearly 60 percent more likely for third- and seventh-grade cohort students in high-poverty schools.

Exhibit 1.69: Percentage of Students Absent more than 10 Days during the Current School Year by School Poverty Concentration and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
Low Poverty Schools ▢	12	13	21
High Poverty Schools ■	26	21	33

Exhibit 1.70: Absenteeism by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Number of Days of School Missed This Year	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
None	9.6%	12.2%	7.6%	7.7%	9.5%	9.0%
1 to 2 days	19.0%	19.0%	18.3%	16.8%	18.0%	19.9%
3 to 4 days	18.0%	19.6%	18.9%	18.2%	14.9%	15.1%
5 to 10 days	33.4%	36.8%	36.2%	30.9%	32.4%	30.3%
11 to 20 days	16.1%	11.3%	16.6%	20.4%	18.9%	18.2%
Over 20 days	3.9%	1.1%	2.3%	6.0%	6.3%	7.5%
Missing data	9.7	4.7	8.9	8.8	10.9	17.6
3rd Grade Cohort						
None	14.0%	13.7%	11.7%	14.6%	16.3%	11.4%
1 to 2 days	21.1%	22.5%	22.1%	16.5%	17.3%	22.7%
3 to 4 days	18.9%	19.9%	18.1%	19.0%	19.7%	17.5%
5 to 10 days	30.3%	30.8%	32.9%	30.6%	28.2%	27.9%
11 to 20 days	12.9%	11.3%	13.4%	15.1%	14.6%	15.0%
Over 20 days	2.8%	1.7%	1.8%	4.2%	3.9%	5.5%
Missing data	9.5	5.4	8.7	6.5	7.4	15.5
7th Grade Cohort						
None	9.7%	11.6%	9.6%	7.9%	7.7%	9.0%
1 to 2 days	19.5%	22.8%	20.0%	16.7%	16.0%	16.3%
3 to 4 days	16.2%	16.5%	17.4%	14.4%	15.4%	15.1%
5 to 10 days	30.6%	28.2%	31.5%	33.7%	28.3%	26.2%
11 to 20 days	17.1%	17.4%	14.9%	18.2%	21.5%	17.7%
Over 20 days	7.1%	3.6%	6.6%	9.1%	11.2%	15.6%
Missing data	10.6	5.2	8.0	10.5	17.7	18.3
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

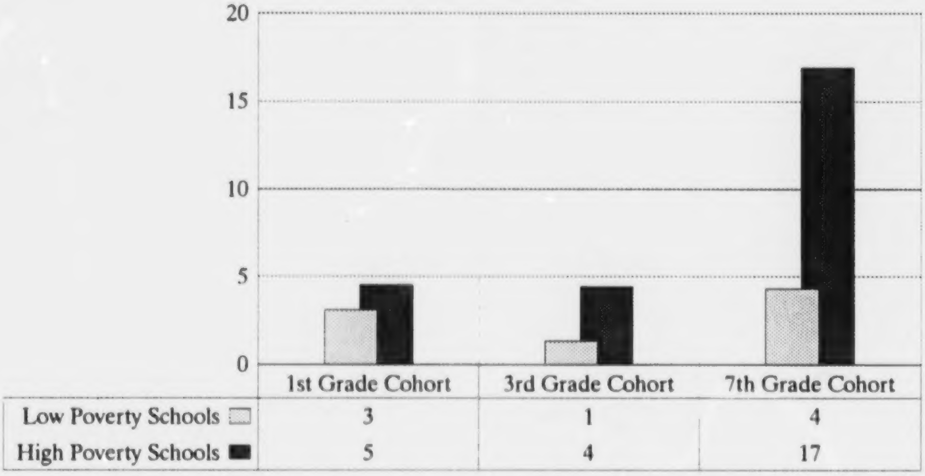
Source: Prospects, Student Abstract

Tardiness

Although the consequences are not as severe as for being absent from school, tardiness is a second potentially serious barrier to stable and continuous academic instruction, especially for important subjects traditionally taught at the beginning of the school day when students are most alert. Like absences, school tardiness is most disruptive for students most in need of the full scope of regular and compensatory instruction.

Data obtained from school records show that students attending high-poverty schools tend to be late for school only slightly more than do students enrolled in low-poverty schools (exhibits 1.71 and 1.72). For the seventh-grade cohort, however, students enrolled in high-poverty schools are about four times more likely than those attending low-poverty schools to be late for school more than 10 days during the current school year.

Exhibit 1.71: Percentage of Students Who Were Late for School more than 10 Days during the Current School Year by School Poverty Concentration and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
Low Poverty Schools □	3	1	4
High Poverty Schools ■	5	4	17

Exhibit 1.72: Tardiness by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Number of Days Late This Year	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
None	60.3%	60.2%	55.7%	65.6%	55.1%	67.5%
1 to 2 days	22.7%	24.2%	25.2%	19.6%	22.9%	16.7%
3 to 4 days	6.6%	6.1%	7.7%	5.1%	8.9%	5.9%
5 to 10 days	6.7%	6.4%	7.9%	6.1%	8.1%	5.3%
11 to 20 days	2.8%	2.3%	2.8%	2.6%	4.1%	2.7%
Over 20 days	0.9%	0.8%	0.7%	0.9%	1.0%	1.8%
Missing data	21.7	21.4	14.1	19.9	31.8	24.8
3rd Grade Cohort						
None	65.8%	66.9%	63.7%	61.6%	68.5%	68.3%
1 to 2 days	19.6%	19.9%	19.4%	22.8%	18.5%	15.8%
3 to 4 days	5.7%	5.1%	7.4%	5.1%	4.5%	6.6%
5 to 10 days	5.7%	6.3%	6.3%	5.3%	5.7%	4.9%
11 to 20 days	2.5%	1.3%	2.6%	4.7%	2.5%	2.6%
Over 20 days	0.8%	*	*	*	*	1.8%
Missing data	25.1	27.8	20.5	16.1	33.2	24.5
7th Grade Cohort						
None	51.6%	57.3%	54.2%	44.3%	34.0%	42.6%
1 to 2 days	23.7%	21.7%	24.4%	24.5%	27.8%	24.5%
3 to 4 days	8.2%	7.1%	8.2%	9.9%	10.4%	6.5%
5 to 10 days	9.5%	8.0%	8.9%	11.3%	16.1%	9.5%
11 to 20 days	4.3%	4.3%	2.7%	5.7%	8.0%	7.9%
Over 20 days	2.7%	*	1.6%	4.2%	3.7%	9.0%
Missing data	28.9	26.9	21.0	32.9	40.3	40.5
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Abstract

Suspensions

Suspensions from school represent an extreme type of disruption to school progress in that they are typically caused by students' behavior that cannot be tolerated in an orderly instructional setting. The fact that suspension is often a last-resort mechanism to cope with students' behavioral problems suggests that students who have been suspended are more likely to have been engaging in some form of disruptive behavior for an extended period of time. Although a high rate of suspensions may denote a strict disciplinary environment within a school, it is also likely to represent a setting in which discipline problems regularly interfere with effective instruction for entire classrooms or student bodies.

Among students in the first- and third-grade cohorts school suspensions are very rare and have not been reported in exhibit 1.74. However, about 9 percent of seventh-grade cohort students were suspended during the current school year (exhibits 1.73 and 1.74). Furthermore, there are large differences by level of school poverty. One-fifth of all seventh-grade cohort students in high-poverty schools were suspended during the current school year, compared with only about 6 percent of students in low-poverty schools.

Exhibit 1.73: Percentage of 7th Grade Cohort Students Who Were Suspended from School by School Poverty Concentration

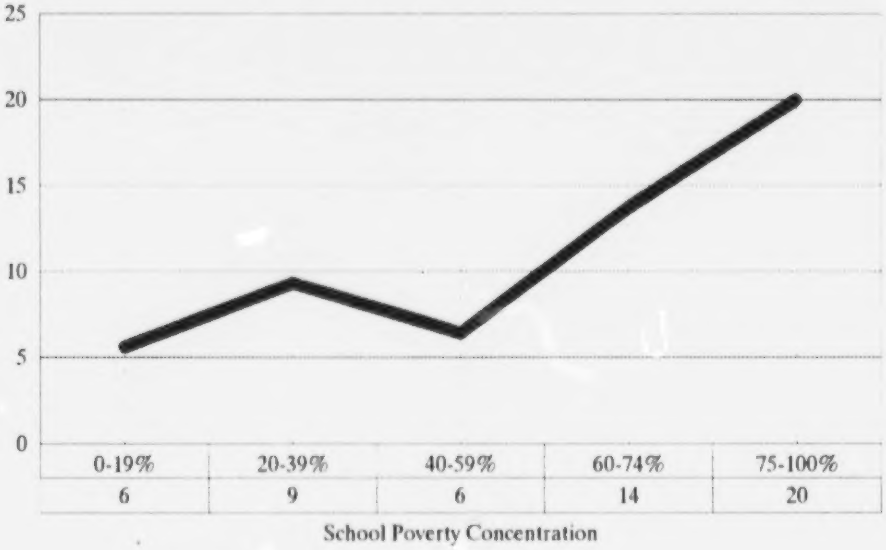


Exhibit 1.74: Student Suspensions for Students in the Seventh-Grade Cohort by School Poverty Concentration: 12-Month Follow-up Study
(Weighted Column Percentages)

Was Student Suspended This School Year?	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
7th Grade Cohort						
Yes	8.6%	5.6%	9.3%	6.4%	13.7%	20.0%
No	91.4%	94.4%	90.7%	93.6%	86.3%	80.0%
Missing data	18.7	14.3	13.6	23.2	19.3	19.2
Total Weighted N						
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Abstract

poverty. One-fifth of all seventh-grade cohort students in high-poverty schools were suspended during the current school year, compared with only about 6 percent of students in low-poverty schools.

School-Related Experiences

Success in school depends in part upon students' holding a positive orientation toward the school setting and environment. Lack of interest in school, apathy about doing well, or fears for physical safety, can severely compromise the development of a positive image of school as an interesting, challenging, engaging place. To explore these issues, students in the seventh-grade cohort were asked to report on a variety of positive and negative school-related experiences they may have had over the last school year. Students in the third-grade cohort were asked to describe how they feel about going to school every day, and to report on the occurrence of a brief list of negative events they may have experienced at school (exhibits 1.75 and 1.76).

Third-Grade Cohort

The great majority of third-graders (83 percent) in all categories of school poverty reported positive orientations toward school. However, students in high-poverty schools are more likely to have had negative experiences in school than are children in low-poverty schools. For example, 39 percent of students in high-poverty schools report being sent to the office for misbehaving, compared with 22 percent in low-poverty

Exhibit 1.75: Percentage of 3rd Grade Cohort Students Who Reported Specified Negative School Experiences by School Poverty Concentration

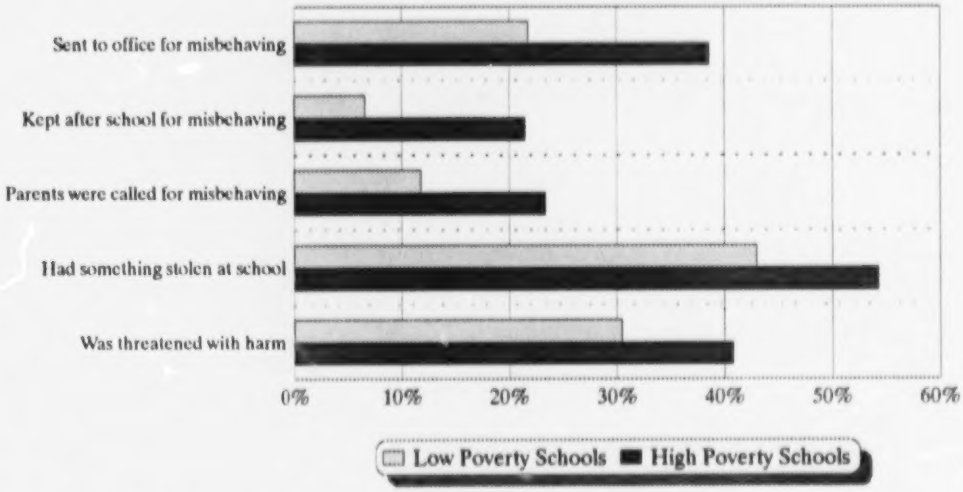


Exhibit 1.76: School-Related Experiences for Students in the 3rd Grade Cohort by School Poverty Concentration: 12-Month Follow-up Study
(Weighted Column Percentages)

School-Related Experiences	TOTAL	School Poverty Concentration 0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Did the Following Events Ever Happen to Student This School Year?						
Sent to the office for misbehaving	26.9%	21.8%	25.2%	28.8%	29.2%	38.6%
Kept after school for misbehaving	11.7%	6.6%	11.4%	12.7%	17.3%	21.5%
Parents were called in for misbehaving	14.0%	11.8%	11.9%	14.3%	11.1%	24.3%
Had something stolen at school	47.7%	43.0%	47.2%	48.6%	56.4%	54.3%
Was threatened with harm	35.8%	30.5%	34.5%	43.0%	39.0%	40.8%
Missing data	18.4	14.5	16.2	16.9	19.0	21.0
How Do You Feel About Going to School Everyday?						
Like it a lot	39.7%	36.5%	38.9%	39.2%	39.9%	48.6%
Like it okay	42.9%	46.8%	41.9%	43.3%	40.1%	34.3%
Don't care	6.8%	7.2%	7.0%	5.9%	8.1%	5.0%
Don't want to go	11.3%	9.6%	12.2%	11.5%	11.8%	12.1%
Missing data	15.6	12.6	13.8	13.4	14.6	16.4
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

schools. Forty-one percent of students in high-poverty schools were threatened with harm at school and 54 percent had something stolen from them; the comparable figures for students attending low-poverty schools are 31 percent and 43 percent.

Seventh-Grade Cohort

Among students in the seventh-grade cohort there were few important differences in experiences across school poverty categories, even for such negative events as having something stolen at school or being offered drugs at school. Unexpectedly, students in low-poverty schools were somewhat more likely than students in high-poverty schools to report having been threatened with physical harm at school (31 percent vs. 22 percent).

Differences were most apparent with respect to the incidence of positive events. For example, students attending low-poverty schools were more likely to report having had their work publicly praised (35 percent vs. 24 percent) or having represented their school at an outside event (39 percent vs. 26 percent). But students attending high-poverty schools were more likely to report receiving an attendance award (47 percent vs. 24 percent), a situation that illustrates a potentially important difference in the need perceived by officials in this group of schools to address the problem of low attendance rates.

Exhibit 1.77: Percentage of 7th Grade Cohort Students Who Reported Specified School Experiences by School Poverty Concentration

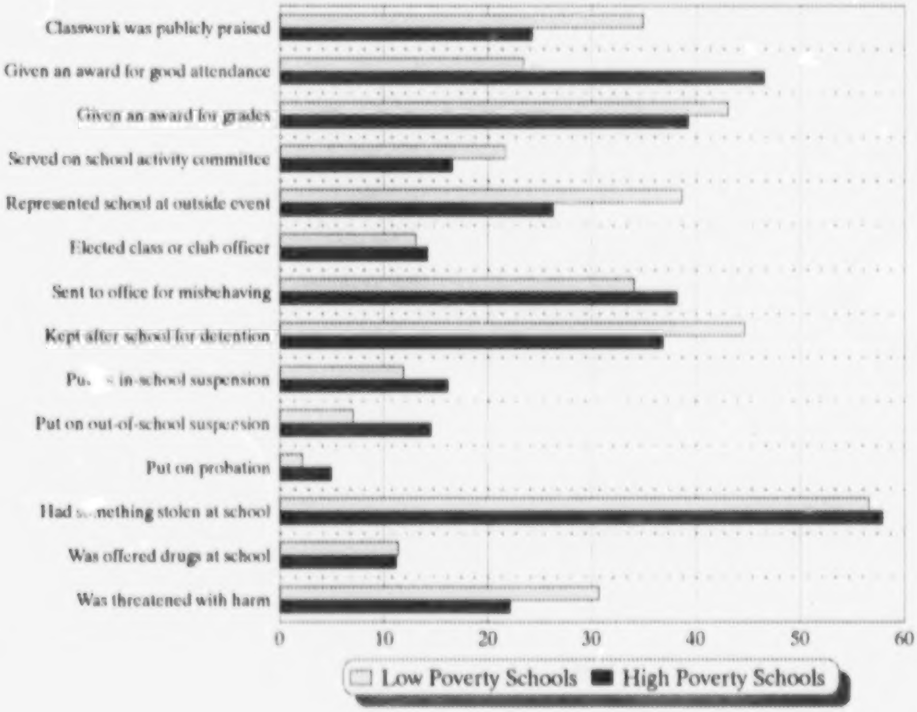


Exhibit 1.78: School-Related Experiences for Students in the 7th Grade Cohort by School Poverty Concentration: 12-Month Follow-up Study

(Weighted Column Percentages)

		School Poverty Concentration				
School-Related Experiences	TOTAL	0-19%	20-39%	40-59%	60-74%	75-100%
7th Grade Cohort						
Did the Following Events Ever Happen to Student This School Year?						
Classwork was publicly praised	32.9%	35.0%	34.1%	33.0%	25.2%	24.3%
Given an award for good attendance	23.8%	23.5%	17.7%	25.7%	36.9%	46.6%
Given an award for grades	41.6%	43.1%	37.9%	47.4%	39.5%	39.3%
Served on a school activity committee	21.6%	21.8%	22.6%	23.1%	15.5%	16.6%
Represented school at an event outside school	39.4%	38.7%	42.3%	39.6%	40.5%	26.3%
Elected class or club officer	14.3%	13.1%	14.6%	16.4%	11.9%	14.2%
Sent to the principal's office for misbehaving	37.6%	34.1%	38.7%	40.0%	39.3%	38.2%
Kept after school for detention	40.2%	44.7%	38.5%	41.0%	31.7%	36.9%
Put on in-school suspension	13.7%	11.9%	13.4%	15.0%	17.8%	16.2%
Put on out-of-school suspension	9.7%	7.1%	8.7%	10.6%	14.6%	14.6%
Put on probation	2.9%	2.2%	2.2%	3.2%	7.0%	5.0%
Had something stolen at school	55.9%	56.6%	55.9%	57.4%	50.5%	57.9%
Was offered drugs at school	11.8%	11.4%	12.5%	10.6%	15.9%	11.2%
Was threatened with harm	32.5%	30.7%	36.7%	30.8%	32.7%	22.2%
Missing data	23.9	20.8	19.9	24.0	28.6	34.3
Total Weighted N						
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

Extracurricular Activities

Extracurricular school activities have long served as an important vehicle for transmitting such important educational and moral values as teamwork, individual and group responsibility, physical strength and soundness, mental acuity, competitiveness, awareness of artistic and cultural diversity, citizenship and connection with the local community and larger economy.

As exhibit 1.80 shows, students in the third- and seventh-grade cohorts were asked whether they participated in a variety of extracurricular activities at school, including sports (both organized teams and intramurals), performance activities, student government, or academically oriented activities. Among students in the third-grade cohort very small differences were observed across categories of school poverty, except that children in low-poverty schools were slightly more likely to report participating in performance activities such as acting, singing, or dancing in school plays than were students in high-poverty schools (72 percent vs. 63 percent).

However, seventh-grade cohort students in high-poverty schools generally reported *less* participation in several types of extracurricular activities than did students in low-poverty schools. The largest differences between students in low- and high-poverty schools were observed for school sports teams (50 percent vs. 30 percent), playing in the school band or orchestra (30 percent vs. 13 percent), and hobby clubs (20 percent vs. percent). But students in high-poverty schools were more likely to report participating in vocational education clubs at school.

Exhibit 1.79: Percentage of Students Participating in Specified Extracurricular Activities by School Poverty Concentration and Grade Cohort

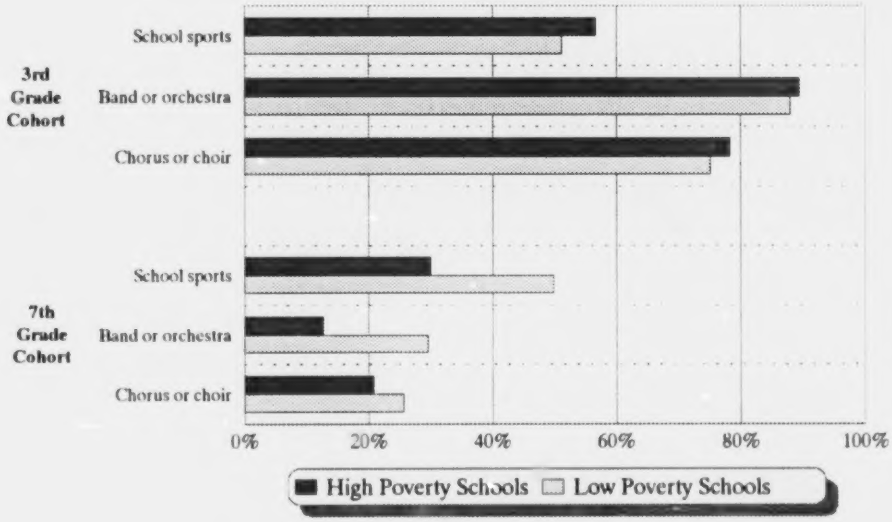


Exhibit 1.80: Participation in Specified Extracurricular Activities by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Have You Participated in School Activities This Year?	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Sports						
School sports	46.1%	51.2%	50.4%	63.8%	52.9%	56.7%
Performance Activities						
Band/orchestra	90.5%	88.0%	90.5%	94.5%	91.7%	89.5%
Chorus/choir	80.8%	75.2%	83.6%	87.6%	80.9%	78.3%
Acting, singing or dancing in school plays	69.4%	71.7%	70.2%	66.5%	71.8%	63.0%
Missing data	17.1	13.3	14.5	15.6	17.2	20.6
7th Grade Cohort						
Sports						
School sports teams	49.3%	49.9%	52.4%	48.7%	50.6%	30.0%
Intramural sports	41.6%	43.0%	41.3%	41.9%	42.1%	38.1%
Cheerleader	11.1%	9.8%	11.4%	12.0%	9.7%	14.6%
Performance Activities						
Band/orchestra	24.4%	29.6%	24.1%	24.1%	17.1%	12.7%
Chorus/choir, drama club	23.3%	25.7%	24.2%	22.1%	16.5%	20.8%
Academic Activities						
Hobby clubs	15.9%	19.9%	14.7%	14.2%	18.2%	11.1%
Subject-matter clubs	22.1%	20.4%	22.0%	22.4%	31.4%	23.0%
Honor societies	14.4%	11.6%	14.6%	19.8%	15.0%	7.4%
Student government	13.3%	13.5%	14.2%	12.3%	9.2%	10.0%
Debating/speech team	4.2%	4.2%	4.1%	4.7%	2.9%	4.7%
Newspaper/yearbook	13.4%	13.4%	12.1%	17.2%	5.9%	16.1%
Vocational education clubs	5.5%	4.7%	4.9%	5.8%	4.9%	13.5%
Missing data	23.3	20.4	19.8	22.7	28.0	32.7
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

Students' Affective Characteristics

Schools can strongly influence the development of key character and personality traits considered fundamental to the successful adoption of adult roles. With few exceptions, most public schools cannot seek out students with desirable personal characteristics but must accept all children in their legally defined catchment areas. ***Prospects*** examines the extent to which students in high- and low-poverty schools differ on a range of personal qualities believed to be related to success in school.

Teachers were asked to judge their students on a variety of affective characteristics including their honesty, friendliness, happiness, respect for authority, and overall self-esteem. In the first- and third-grade cohorts, teachers of students in low-poverty schools were somewhat more likely to give their students high ratings on these measures than were teachers of students in high-poverty schools (exhibits 1.81 and 1.82A through C).

Teachers of first-grade students in low-poverty schools were more likely than teachers of students in high-poverty schools to give their students strongly positive ratings when asked whether the student "is honest most of the time" (77 percent for low-poverty schools vs. 60 percent for high-poverty schools), "feels that he/she is a person of value, equal to others" (71 percent vs. 61 percent), and "has respect for authority" (76 percent vs. 66 percent). Teachers in all school poverty categories were similar in their categorization of first-graders on such traits as "makes friends easily," "gets along with teachers," and "is happy most of the time."

Teacher judgments of students in the third-grade cohort were generally similar in pattern, but occasionally showed greater differences between students attending low- and high-poverty schools, for example, in response to questions about student honesty (78 percent vs. 56 percent), getting along with teachers (77 percent vs. 65 percent), and having respect for authority (78 percent vs. 60 percent).

Differences across categories of school poverty in teacher judgments on the specified student affective characteristics virtually disappeared for the seventh-grade cohort. In fact, on the item asking whether the student "feels s/he is a person of value, equal to others," teachers of students in high-poverty schools were much more likely to rate their students highly on this trait than were teachers of students in low-poverty schools (64 percent vs. 49 percent).

As in other parts of this report, readers are advised to use caution in interpreting these data because of the possibility that differences in teacher expectations at low- and high-poverty schools may contribute to the observed differences in their judgments of students' qualities.

Exhibit 1.81: Percentage of Students Judged by Their Teachers as Having High Levels of Specified Personal Characteristics by School Poverty Concentration and Grade Cohort

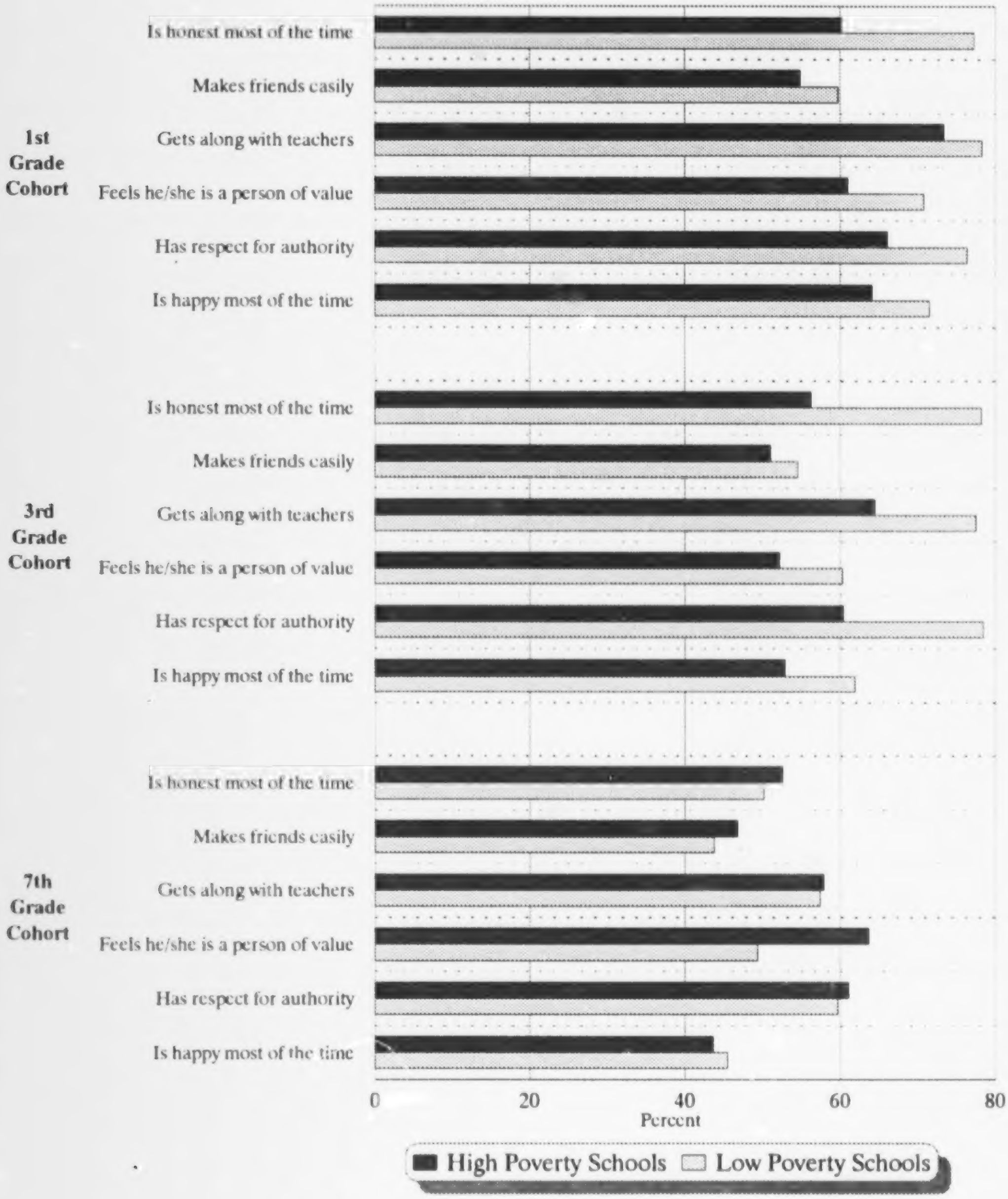


Exhibit 1.82: Teachers' Judgment of Specified Student Personal Characteristics by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Teachers' Judgment of Extent to Which "Very Much" Describes the Student	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Is honest most of the time						
Yes	69.5%	77.3%	67.5%	70.6%	67.9%	60.2%
Missing data	17.5	18.6	15.3	10.4	15.5	25.1
Makes friends easily						
Yes	56.2%	59.8%	51.1%	60.8%	56.2%	54.9%
Missing data	17.9	18.3	15.9	10.2	17.0	25.2
Gets along with teachers						
Yes	74.8%	79.1%	73.5%	77.1%	72.8%	73.4%
Missing data	17.6	18.3	15.3	10.3	17.9	25.6
Feels that he/she is a person of value, an equal to others						
Yes	68.1%	70.8%	65.8%	67.6%	72.2%	61.0%
Missing data	20.4	22.7	17.4	16.0	18.1	25.8
Has respect for authority						
Yes	71.2%	76.8%	71.2%	72.2%	69.4%	66.1%
Missing data	16.9	18.0	14.9	10.0	13.3	24.8
Is happy most of the time						
Yes	66.5%	71.5%	62.6%	68.3%	65.5%	64.1%
Missing data	17.6	19.1	17.0	10.5	13.4	25.2
3rd Grade Cohort						
Is honest most of the time						
Yes	71.7%	78.2%	73.4%	69.0%	71.7%	56.3%
Missing data	18.6	14.1	12.6	19.3	17.4	25.6
Makes friends easily						
Yes	53.2%	54.6%	53.7%	52.8%	58.8%	51.1%
Missing data	20.3	15.8	16.8	19.1	17.8	27.1
Gets along with teachers						
Yes	72.5%	77.5%	71.2%	72.6%	70.1%	64.5%
Missing data	18.6	15.0	12.3	18.3	16.7	25.7
Feels that he/she is a person of value, an equal to others						
Yes	58.4%	60.3%	61.2%	58.0%	56.8%	52.2%
Missing data	21.6	16.7	18.4	20.6	18.1	29.7
Has respect for authority						
Yes	71.6%	78.4%	71.8%	70.1%	65.8%	60.4%
Missing data	18.2	13.9	12.0	19.4	15.9	25.2
Is happy most of the time						
Yes	57.8%	61.9%	59.0%	55.7%	57.6%	52.9%
Missing data	19.8	15.4	14.9	19.7	19.9	25.4
Total Weighted N						
1st Grade Cohort	3,555,519	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,494	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,024	783,549	1,082,225	629,226	177,331	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Profile

Exhibit 1.82 (Continued): Teachers' Judgment of Specified Student Personal Characteristics by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Teachers' Judgment of Extent to Which "Very Much" Describes the Student	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
7th Grade Cohort						
Is honest most of the time						
Yes	62.9%	58.2%	67.2%	63.1%	60.6%	52.6%
Missing data	31.0	32.3	28.9	24.7	26.4	45.1
Makes friends easily						
Yes	45.1%	43.8%	43.1%	48.2%	46.5%	46.8%
Missing data	33.2	32.3	32.2	26.0	28.8	51.6
Gets along with teachers						
Yes	60.1%	57.4%	63.0%	59.1%	57.6%	57.9%
Missing data	26.1	26.0	24.0	20.1	21.1	42.3
Feels that he/she is a person of value, an equal to others						
Yes	50.9%	49.4%	52.0%	51.3%	43.4%	63.7%
Missing data	34.7	32.4	35.9	25.7	29.1	53.2
Has respect for authority						
Yes	59.9%	59.7%	61.0%	58.5%	55.5%	61.1%
Missing data	25.5	23.7	24.9	18.6	22.0	42.1
Is happy most of the time						
Yes	45.8%	45.5%	45.2%	48.4%	45.6%	43.7%
Missing data	30.4	29.3	28.2	25.1	28.7	47.2
Total Weighted N						
1st Grade Cohort	3,555,519	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,494	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,024	783,549	1,082,225	629,226	177,331	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Profile

Students' Personal and Behavioral Problems

Students' school progress may be impeded, moderately or even dramatically, by personal problems such as poor health and nutrition, by deviant behaviors such as excessive absenteeism and truancy, and by antisocial behaviors such as conflict with others in school. ***Prospects*** attempted to assess the extent to which teachers of students attending schools with different concentrations of poor children judge their students to be affected by these conditions or behaviors.

Teachers were asked to indicate whether each of their students had any of a series of specific personal problems. Questions focused on both topics for which a classroom teacher may be a relatively poor source of information (e.g., health or hygiene problems, inadequate nutrition and rest), and those for which the teacher may be the best available information source (e.g., student absenteeism, class cutting and truancy, cheating, physical conflict, and verbal abuse of other students). Readers should, therefore, interpret these data with this difference in mind.

Across all three grade cohorts, teachers of students in high-poverty schools were almost universally more likely than teachers in low-poverty schools to indicate the presence of such problems (see exhibit 1.83). For example, for the first- and third-grade cohorts, teachers of students in high-poverty schools were substantially more likely than teachers of students in low-poverty schools to characterize their students as having general health or hygiene problems, or inadequate nutrition or rest. Even in the first-grade cohort, school poverty was related to teachers' likelihood of reporting that their students cheated and engaged in physical conflict or verbal abuse of other students, although observed differences are small at this grade level. For the third-grade cohort, these same differences persist and increase slightly in magnitude. For the seventh-grade cohort, differences across categories of school poverty in the likelihood of teachers' reporting these types of student problems are somewhat smaller than for the elementary grade cohorts.

Exhibit 1.83: Percentage of Students Judged by Their Teachers as Having Specified Personal or Behavioral Problems by School Poverty Concentration and Grade Cohort

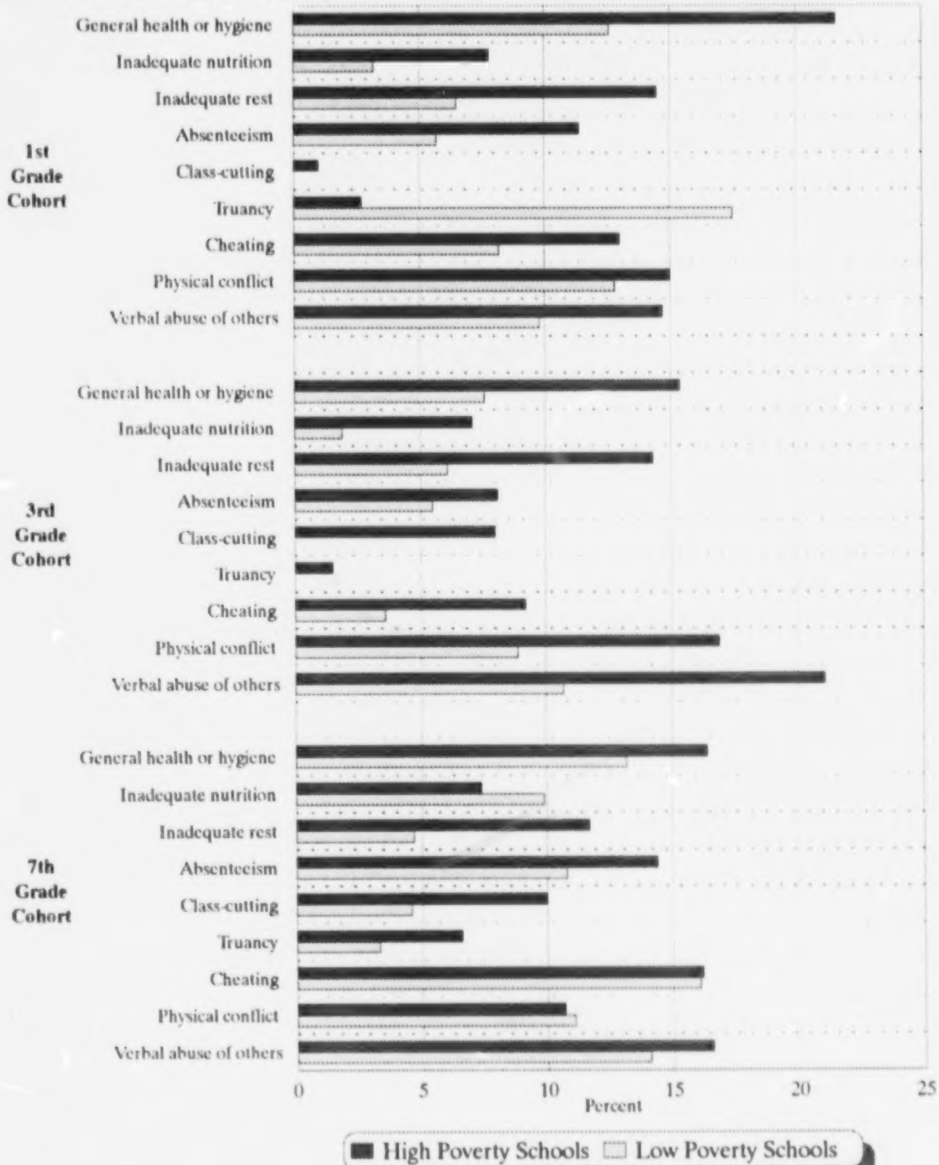


Exhibit 1.84: Teacher-Reported Student Problems by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Teacher-Reported Student Problems	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
General health or hygiene problem						
Yes	17.1%	12.6%	12.0%	18.7%	24.8%	21.6%
Missing data	16.7	17.9	15.8	10.6	10.6	26.3
Inadequate nutrition						
Yes	5.6%	3.2%	4.8%	10.4%	3.9%	7.8%
Missing data	22.0	21.7	20.1	14.8	19.6	33.4
Inadequate rest						
Yes	10.1%	6.5%	10.3%	14.9%	7.6%	14.5%
Missing data	26.9	24.4	25.0	25.4	24.2	36.6
Absenteeism						
Yes	8.3%	5.7%	6.9%	6.2%	12.7%	11.4%
Missing data	16.2	18.2	15.3	9.7	9.8	25.5
Class-cutting						
Yes	1.2%	*	*	*	*	1.0%
Missing data	17.8	20.5	14.5	14.8	10.8	27.0
Truancy						
Yes	2.1%	*	*	*	6.3%	2.7%
Missing data	17.7	20.4	15.0	11.9	11.0	28.1
Cheating						
Yes	9.7%	8.2%	8.4%	7.8%	12.3%	13.0%
Missing data	18.3	20.5	18.9	10.7	11.6	26.9
Physical conflict						
Yes	14.9%	12.8%	17.0%	14.1%	14.8%	15.0%
Missing data	17.3	18.5	16.0	13.5	10.6	26.1
Verbal abuse of others						
Yes	12.4%	9.8%	12.9%	11.3%	14.1%	14.7%
Missing data	18.2	18.3	16.8	13.5	10.7	28.9
3rd Grade Cohort						
General health or hygiene problem						
Yes	10.7%	7.6%	11.8%	11.8%	13.8%	15.4%
Missing data	20.1	15.8	13.5	19.7	19.4	28.8
Inadequate nutrition						
Yes	3.4%	1.9%	5.6%	2.5%	2.3%	7.1%
Missing data	24.2	19.5	22.1	26.2	25.2	38.0
Inadequate rest						
Yes	8.1%	6.1%	9.9%	7.1%	6.1%	14.3%
Missing data	30.0	20.2	23.0	27.9	41.1	41.2
Absenteeism						
Yes	6.3%	5.5%	6.1%	7.0%	7.2%	8.1%
Missing data	18.2	15.2	10.4	18.2	15.3	26.3
Class-cutting						
Yes	*	*	*	*	*	8.0%
Missing data	18.7	15.6	11.1	18.4	16.3	26.9
Truancy						
Yes	0.9%	*	*	1.9%	1.3%	1.5%
Missing data	19.5	16.3	12.2	19.6	15.8	28.3
Cheating						
Yes	4.6%	3.6%	3.8%	4.3%	4.5%	9.2%
Missing data	20.7	17.4	12.8	20.8	19.1	29.8
Physical conflict						
Yes	11.2%	8.9%	9.9%	14.0%	9.0%	17.4%
Missing data	18.8	15.4	12.3	18.6	15.8	26.4
Verbal abuse of others						
Yes	14.0%	10.7%	14.5%	15.3%	15.8%	21.1%
Missing data	19.4	15.4	13.4	20.5	17.4	26.6
Total Weighted N						
1st Grade Cohort	3,555,519	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,494	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,024	783,549	1,082,225	629,226	177,331	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Profile

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Exhibit 1.84 (Continued): Teacher-Reported Student Problems by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Teacher-Reported Student Problems	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
7th Grade Cohort						
General health or hygiene problem						
Yes	12.7%	13.2%	9.9%	14.2%	18.2%	16.4%
Missing data	33.7	33.3	34.0	25.4	25.6	49.2
Inadequate nutrition						
Yes	5.9%	9.9%	3.8%	4.4%	5.8%	7.4%
Missing data	47.6	52.5	47.8	37.7	29.6	61.2
Inadequate rest						
Yes	9.4%	9.0%	9.3%	10.0%	4.9%	11.7%
Missing data	55.9	58.9	57.3	48.3	42.2	62.2
Absenteeism						
Yes	11.4%	10.8%	11.6%	11.2%	11.6%	14.4%
Missing data	25.3	27.1	21.4	19.5	21.3	42.0
Class-cutting						
Yes	4.0%	4.6%	3.3%	3.3%	2.9%	10.0%
Missing data	25.9	24.0	24.0	21.4	21.5	43.3
Truancy						
Yes	3.8%	3.3%	4.0%	3.8%	2.8%	6.6%
Missing data	31.3	30.8	30.6	25.7	22.7	45.7
Cheating						
Yes	11.5%	16.1%	9.3%	10.0%	7.0%	16.2%
Missing data	33.9	35.6	33.5	25.7	26.5	45.5
Physical conflict						
Yes	9.9%	11.1%	9.6%	10.1%	5.0%	10.7%
Missing data	33.5	30.5	35.5	26.9	26.2	46.2
Verbal abuse of others						
Yes	14.7%	14.1%	16.1%	14.1%	10.3%	16.6%
Missing data	33.6	33.1	32.2	29.0	29.2	45.5
Total Weighted N						
1st Grade Cohort	3,555,519	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,494	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,024	783,549	1,082,225	629,226	177,331	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Profile

Part 2:

Students Receiving Compensatory Education Services

Summary

This part of the interim report shifts the focus to the characteristics of Chapter 1 students. Comparisons are made among three mutually exclusive groups of students: (1) students who receive Chapter 1 assistance in reading/language arts or English or math or attend a Chapter 1 Schoolwide Program (these students may also receive assistance from another compensatory education program funded by state or local sources); (2) students who receive assistance from *only* a non-Chapter 1 compensatory education program; and (3) students who do not receive compensatory education (including students for whom Chapter 1 is not available at their grade level). Students are again compared on a variety of characteristics including their social, economic, and demographic characteristics; kindergarten and preschool participation; academic achievement; school performance; involvement in school activities; and, home educational support environment. As in Part 1, these data provide a "snapshot" of students' characteristics and experiences during the 1991-92 school year. Subsequent *Prospects* reports will provide longitudinal data permitting a long-term analysis of the growth and development of Chapter 1 children over time.

Participation in Chapter 1

As described in Part 1, students in high-poverty schools exhibit poor academic achievement, as well as a host of other characteristics that may affect their school performance. To alleviate these problems, the Chapter 1 program (as well as other types of compensatory education assistance) is intended to reduce the learning gaps of disadvantaged children.

Overall, almost half of the low-achievers in the first- and third-grade cohorts receive some form of compensatory education assistance in reading/language arts. Participation in the upper grades is considerably lower, however, with less than one-fourth of seventh-grade cohort low-achievers receiving reading assistance.

The rates of participation in compensatory education services for math are generally much lower; about 23 percent of low-achievers in the first-grade cohort, 37 percent in the third-grade cohort, and 13 percent in the seventh-grade cohort receive extra help in math.

As expected, the rate of participation in Chapter 1 and other compensatory education programs rises substantially with increasing concentrations of school poverty. For example, the percentage of students receiving compensatory education in reading/language arts in high-poverty schools (about two-thirds in the first- and third-grade cohorts, and one-third in the seventh-grade cohort) is eight or nine times higher than the rate of participation observed in low-poverty schools.

These positive findings notwithstanding, it is also clear from the data reported here that many children who need extra assistance are *not* being served by the existing compensatory education programs, particularly in the upper grades. Twenty-three percent of low-achievers in the first-grade cohort, 18 percent of low-achievers in the third-grade cohort, and about half of the low-achievers in the seventh-grade cohort do not have an available Chapter 1 program for reading/language arts in their school. Comparable figures for math assistance are even higher (57 percent, 35 percent, and 65 percent, respectively).

Social, Economic, and Demographic Characteristics

Chapter 1 participants are more likely to be black and Hispanic than white. Participants also tend to be heavily concentrated in urban areas with the concomitant increased likelihood of being exposed to high rates of crime, physical violence, drug abuse, and substandard living conditions.

Chapter 1 students are also more likely to face a range of obstacles that are often associated with low school achievement. Chapter 1 students are:

- more likely to be living with a single parent.
- about three times more likely to live in a household with a total family income of under $10,000. Overall, about one-third of Chapter 1 students live in households with total annual incomes of under $10,000.
- less likely to have parents who are employed (either full time or part time) outside the home.
- about three times more likely to be receiving Aid to Families with Dependent Children (AFDC).
- about three times more likely to have a mother who has *not* completed her high school education. This not only affects the child's home educational environment, but reduces parents' ability to move out of poverty.
- twice as likely to have a non-native-English-speaking parent. Overall, about one-sixth of Chapter 1 students have a parent for whom English is not his/her native language.

Kindergarten Attendance and Preschool Participation

As described in Part 1, kindergarten programs are nearly universally available, and the vast majority of students, regardless of their participation in compensatory education, have attended kindergarten. With regard to preschool education, Chapter 1 participants are more likely to have attended a Head Start program and less likely to have attended another type of nursery or preschool program. Differences in financial resources are certainly associated with this finding.

Students' Academic Achievement

Not surprisingly, participation in Chapter 1 or other compensatory education programs is characterized by relatively low achievement scores in reading and math in both the third- and seventh-grade cohorts. Program participants score, on average, in the lowest third of the achievement test distribution in both reading and math. In 1991 average NCE scores in reading and math ranged from 31 to 37 for participants. Average NCE scores for nonparticipants, in contrast, ranged from 53 to 57. The average reading and mathematics achievement of Chapter 1 students is approximately the same as for all students in high-poverty schools. Furthermore, the achievement status of participants and nonparticipants remained relatively constant between 1991 and 1992. Consequently, the initial learning gap for Chapter 1 students did not change during their participation in compensatory education over the school year.

These differences can be quite misleading, however, because of the rather large differences between participants and nonparticipants on a host of social, economic, and demographic characteristics. To arrive at a more appropriate comparison, preliminary analyses "adjusted" the annual gains to reflect, to the extent possible, the preexisting differences between participants and nonparticipants. The results of these early attempts to create, similar comparison groups did not fundamentally alter the conclusions derived from the "raw" gain scores that there is little or no evidence to suggest any differential gain in achievement between students receiving compensatory services and those not receiving such support.

School Performance

Participation in Chapter 1 is associated with other indicators of negative school performance. Chapter 1 students are more likely to:

- have ever been retained in grade;
- be absent from school more than 10 days during the year (for first- and third-grade cohort students only); and
- receive lower grades in reading/language arts or English and math.

When asked to judge the achievement of individual students, classroom teachers were *less* likely to perceive Chapter 1 students as having a high "overall ability to perform in school." In addition, teachers were *more* likely to judge Chapter 1 students to be reading below grade level and to be achieving below grade level in math.

Classroom teachers were further asked to judge students on a variety of dimensions that may affect their ability to perform well in school. Again, as noted in Part 1, teacher judgments can reflect the environment in which they work but these data do provide valuable insights about the recipients of compensatory education assistance.

Classroom Behavior. Compared with nonparticipants, Chapter 1 participants are judged by their teachers to work less hard in school and to be less able to follow rules and directions.

Classroom Performance. Compared with nonparticipants, teachers judged Chapter 1 students to be less creative, less able to work independently or to cooperate with their classmates, less mature and motivated to learn, less able to complete their school work, and less likely to participate in class.

Affective Characteristics. Again, teachers are less likely to report that Chapter 1 students, compared to nonparticipants, are generally happy at school, honest, able to make friends easily, able to get along with their teachers, and respectful of authority.

Personal and Behavioral Problems. Finally, teachers are more likely to report that Chapter 1 students, compared with nonparticipants, cheat and have other problems that may inhibit their school performance. These differences, however, are small.

School Experiences

Chapter 1 students in the third-grade cohort were more likely to report that they had negative experiences in school (e.g., sent to the office for misbehaving, kept after school, parents called in) than were their nonparticipating counterparts. Despite this, there was no difference between the two groups in terms of how they felt about going to school every day; the majority "liked it a lot," or "liked it OK." For the seventh-grade cohort, the pattern of more Chapter 1 students having negative experiences continued. The only experience in which Chapter 1 students fared better was in receiving awards for attendance. There were essentially no differences in participation rates in extra-curricular activities among third-grade cohort students. However, there is a decline in the extent to which Chapter 1 participants in the seventh-grade cohort participate in a variety of school activities, such as playing in a school band or orchestra.

Home Educational Support Environment

There were no differences in the extent to which parents of Chapter 1 students reported having home rules governing students' behavior with regard to school performance, household chores, television watching, and choice of friends. The parents of Chapter 1 students are, however, less likely to report doing a variety of activities with their child, including attending sporting events, going to different types of museums or other cultural events, and playing sports together.

The parents of Chapter 1 students in the first- and third-grade cohorts are slightly more likely to report that they help their child with homework and slightly more likely to read to, or with, their child. Chapter 1 students in the seventh-grade cohort report that they spend slightly less time on their homework.

Chapter 1 students report less reading outside school and are less inclined to use their public library. There are no differences in the extent to which Chapter 1 participants and nonparticipants watch television on school days.

Educational Expectations

Students in the seventh-grade cohort who are receiving Chapter 1 assistance are less likely to indicate that they expect to attain a college degree.

Participation in Compensatory Education

As described to this point, students who attend schools with high concentrations of poverty are considerably more likely to manifest severe educational needs and to face a host of barriers to their success in school. To alleviate these problems and help disadvantaged students succeed in school, Chapter 1 and other state and local compensatory education programs have attempted to provide extra assistance to needy students.

The extent to which such programs are reaching their target audience is shown in exhibits 2.1A and B and 2.2A and B. These charts and tables indicate the levels of participation in compensatory education during the 1991-92 school year for the three ***Prospects*** grade cohorts using five mutually exclusive categories:

- **Chapter 1 participants**—students who are receiving Chapter 1 services, *not* in a schoolwide program, and who may or may not be receiving assistance through another compensatory education program;
- **Chapter 1 schoolwide**—students who are attending a school that is implementing a Chapter 1 Schoolwide Program at the grade in which the student was enrolled in the 1991-92 school year;
- **Chapter 1 nonparticipants**—students who are attending a school where Chapter 1 services are offered at the student's grade level but who are not receiving Chapter 1 services or any other type of compensatory services;
- **Chapter 1 not offered**—students who are attending a school where Chapter 1 is not offered at their grade level and who are not receiving any other compensatory education services; and
- **Other compensatory education only**—students who are receiving compensatory services *only* through a state or local compensatory education program.

Data are displayed in this section by both students' achievement status in the initial ***Prospects*** assessment in the spring of 1991 (referred to as "baseline student achievement" level), and the level of concentration of poor students in the school they attend (as described in Part 1 of this report).

Reading Assistance

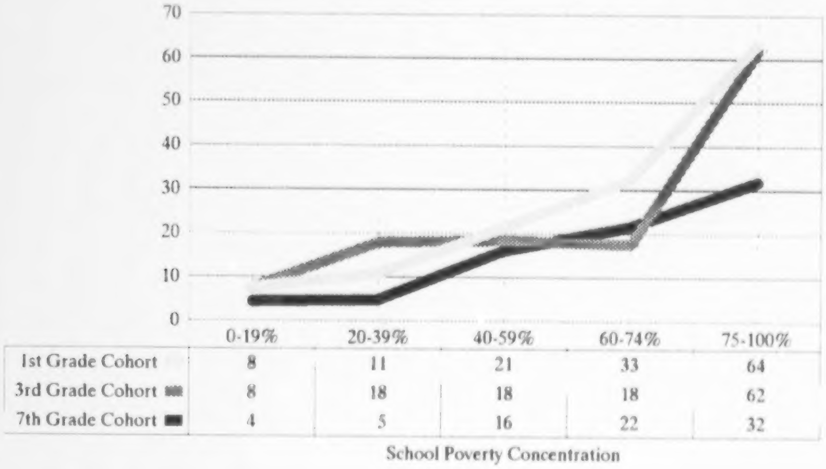
Between 42 and 47 percent of low-achievers in the first- and third-grade cohorts, and about 22 percent of low achievers in the seventh-grade cohort, receive some form of compensatory education assistance in reading. Notwithstanding the large number of students who *are* being helped through these programs, these data clearly indicate that many educationally disadvantaged students are not getting the assistance they need to perform at a satisfactory academic level. The lack of compensatory assistance is particularly noticeable in the oldest ***Prospects*** sample cohort, where more than one-third of students in the seventh-grade cohort (who are currently in the eighth grade) lack access to Chapter 1 reading programs in their schools.

Participation in compensatory education is, however, much greater in schools with high concentrations of poor students than in schools with few poor children. For all grade cohorts, compensatory reading services funded under Chapter 1 are not available to the majority of children attending low-poverty schools. For the first-grade cohort, Chapter 1 program services are not offered to more than 70 percent of students in schools with the lowest concentration of poor children. Over half of the students in the third- and seventh-grade cohorts in these schools do not have Chapter 1 services available to them. At the other end of the spectrum for the elementary grade cohorts, only very small percentages (between 3 and 8 percent) of students attend schools where Chapter 1 reading services are not offered at their grade level.

In the first-grade cohort, only about 7 percent of students in low poverty schools participate in a compensatory reading program (about half of these are in programs funded by Chapter 1), compared with 64 percent of students in high-poverty schools (Some 98 percent of compensatory students receive services funded by Chapter 1). Among students in the third-grade cohort, the differences are similar—7 percent in low-poverty schools and 62 percent in high-poverty schools. Again, 95 percent of compensatory students receive services funded by Chapter 1. Although the overall pattern is the same, the differences across categories of school poverty are much smaller among the seventh-grade cohort—4 percent in low-poverty schools, compared with only 32 percent in high-poverty schools. Also, for the seventh-grade cohort, Chapter 1 funds about 60 percent of the compensatory reading services.

Schools with 75 percent or more poor children may organize their Chapter 1 services as a Schoolwide Program, which has the effect of reducing or eliminating the distinction between Chapter 1 program participants and nonparticipants. In these schools, Chapter 1 funds may be commingled with other funds for the purpose of improving the entire instructional program. Just under 50 percent of the first- and third-grade cohort students receiving Chapter 1 services in the highest category of school poverty are involved in Chapter 1 Schoolwide Programs. Only about 13 percent of the students in the seventh-grade cohort who receive Chapter 1 reading services are receiving them through Schoolwide Program arrangements.

Exhibit 2.1A: Percentage of Students Participating in any Compensatory Reading Program by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort	8	11	21	33	64
3rd Grade Cohort ▨	8	18	18	18	62
7th Grade Cohort ■	4	5	16	22	32

Exhibit 2.1B: Participation in Reading Compensatory Education by Baseline Student Achievement, School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

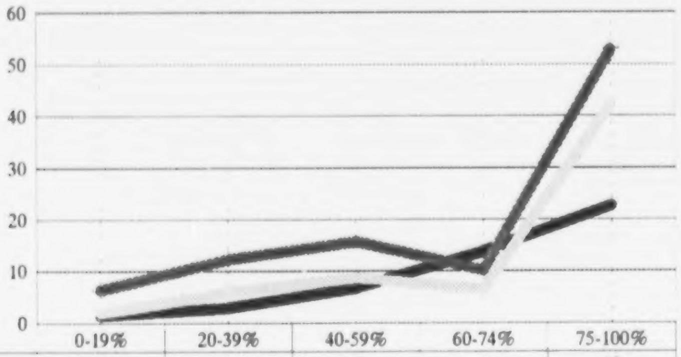
Participation in Compensatory Education	TOTAL	Baseline Student Achievement			School Poverty Concentration				
		Low	Med	High	0-19%	20-39%	40-59%	60-74%	75-100%
Reading Program									
1st Grade Cohort									
Chapter 1 participants	15.7%	30.1%	12.4%	2.5%	3.7%	9.5%	16.4%	28.5%	32.1%
Schoolwide Chapter 1	4.0%	7.9%	2.7%	1.1%	0.0%	0.0%	0.0%	0.0%	30.6%
Chapter 1 nonparticipant	42.2%	35.3%	46.5%	43.4%	20.9%	49.6%	45.7%	63.7%	28.6%
Chapter 1 not offered	35.2%	22.7%	35.5%	52.0%	71.5%	39.7%	32.9%	3.7%	7.7%
Other compensatory education only	2.9%	3.9%	2.8%	1.1%	3.8%	1.2%	5.0%	4.0%	1.1%
Missing data	9.4	13.2	7.7	4.8	3.6	4.9	8.9	18.4	13.4
3rd Grade Cohort									
Chapter 1 participants	12.3%	30.8%	7.7%	*	3.4%	12.1%	14.2%	13.9%	32.1%
Schoolwide Chapter 1	3.6%	7.7%	3.1%	1.1%	0.0%	0.0%	0.0%	0.0%	26.9%
Chapter 1 nonparticipant	50.5%	35.2%	55.4%	61.3%	39.5%	55.7%	63.0%	69.4%	34.8%
Chapter 1 not offered	29.4%	17.9%	30.9%	36.5%	53.1%	26.3%	18.7%	13.2%	3.1%
Other compensatory education only	4.2%	8.4%	2.9%	0.8%	4.1%	5.8%	4.2%	3.6%	3.1%
Missing data	10.0	13.4	8.1	6.4	4.2	11.9	6.1	18.6	8.3
7th Grade Cohort									
Chapter 1 participants	5.5%	12.9%	2.5%	*	3.4%	3.1%	6.1%	16.8%	16.4%
Schoolwide Chapter 1	0.2%	*	*	*	0.0%	0.0%	0.0%	0.0%	2.4%
Chapter 1 nonparticipant	35.1%	26.9%	35.9%	44.1%	41.1%	33.4%	26.4%	56.7%	30.2%
Chapter 1 not offered	55.0%	50.7%	59.3%	55.7%	54.6%	61.8%	57.4%	21.7%	38.0%
Other compensatory education only	4.3%	9.2%	2.1%	*	1.0%	1.7%	10.0%	4.8%	13.1%
Missing data	11.8	12.5	9.2	6.1	4.9	9.7	13.5	18.4	17.6
Total Weighted N									
1st Grade	3,555,521	1,093,045	1,430,455	791,553	843,742	843,595	536,443	709,964	477,074
3rd Grade	3,042,495	766,034	1,104,493	707,827	967,336	700,709	480,394	318,117	400,688
7th Grade	2,945,025	802,937	1,066,001	540,729	783,549	108,226	629,226	177,332	207,325

Notes: Total N excludes subgroup cases with unknown status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Abstract

Exhibit 2.2A: Percentage of Students Participating in any Compensatory Math Program by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort	2	6	9	6	42
3rd Grade Cohort ■	6	12	16	10	53
7th Grade Cohort ■	1	3	7	14	23

School Poverty Concentration

Exhibit 2.2B: Participation in Math Compensatory Education by Baseline Student Achievement, School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Participation in Compensatory Education	TOTAL	Baseline Student Achievement			School Poverty				
		Low	Med	High	0-19%	20-39%	40-59%	60-74%	75-100%
Math Program									
1st Grade Cohort									
Chapter 1 participants	5.6%	12.4%	7.1%	1.2%	1.8%	5.9%	8.4%	3.9%	10.4%
Schoolwide Chapter 1	4.0%	7.9%	2.7%	1.1%	0.0%	0.0%	0.0%	0.0%	30.6%
Chapter 1 nonparticipant	25.8%	21.4%	29.1%	25.3%	7.1%	38.0%	40.5%	14.9%	27.5%
Chapter 1 not offered	63.3%	56.7%	62.9%	72.4%	88.4%	56.1%	50.8%	78.8%	30.4%
Other compensatory education only	1.3%	2.0%	1.2%	0.5%	*	*	0.3%	2.4%	1.1%
Missing data	9.7	13.4	8	4.8	3.6	4.9	9.6	18.9	13.6
3rd Grade Cohort									
Chapter 1 participants	8.3%	21.2%	5.2%	*	1.3%	7.8%	13.0%	7.1%	22.6%
Schoolwide Chapter 1	3.7%	7.7%	3.1%	1.1%	0.0%	0.0%	0.0%	0.0%	27.6%
Chapter 1 nonparticipant	34.4%	28.1%	36.2%	37.2%	14.9%	41.5%	53.6%	42.9%	34.8%
Chapter 1 not offered	49.7%	35.3%	52.6%	60.7%	78.7%	46.3%	30.7%	46.9%	12.2%
Other compensatory education only	3.8%	7.6%	2.9%	0.9%	5.0%	4.4%	2.7%	3.0%	2.8%
Missing data	10.7	13.9	8.4	6.7	4.2	13.2	5.9	19.0	10.6
7th Grade Cohort									
Chapter 1 participants	2.8%	7.4%	1.1%	*	*	1.9%	4.2%	9.7%	4.4%
Schoolwide Chapter 1	0.2%	*	*	*	0.0%	0.0%	0.0%	0.0%	2.6%
Chapter 1 nonparticipant	26.1%	21.3%	25.6%	32.3%	29.6%	21.4%	20.4%	57.1%	31.2%
Chapter 1 not offered	68.4%	64.9%	72.2%	67.6%	67.9%	75.6%	72.8%	29.2%	46.1%
Other compensatory education only	2.6%	6.0%	1.0%	0.1%	1.4%	1.0%	2.5%	4.1%	15.7%
Missing data	12.3	12.7	9.3	6.1	4.9	9.7	13.7	18.9	23.5
Total Weighted N									
1st Grade Cohort	3,555,521	1,093,045	1,430,455	791,553	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	766,034	1,104,493	707,827	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	802,937	1,066,001	540,729	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Abstract

Math Assistance

About 23 percent of low-achievers in the first-grade cohort, 37 percent of low-achievers in the third-grade cohort, and 13 percent of low achievers in the seventh-grade cohort receive some form of compensatory education assistance in math. As with reading, many educationally disadvantaged students are not getting the help they appear to need. This lack of assistance is particularly noticeable in the upper grades, where about two-thirds of the low-achieving seventh-grade cohort students do not have access to Chapter 1 math programs in the schools they attend.

For math as for reading, levels of participation in compensatory education are much greater in high-poverty schools than in low-poverty schools. In the first-grade cohort, about 2 percent of students in low-poverty schools participate in a compensatory math program, compared with 42 percent of students enrolled in high-poverty schools. The magnitude of the percentage difference is similar among third-grade cohort students—6 percent in low-poverty schools, 53 percent in high-poverty schools. However, the differences in participation levels are much smaller among the seventh-grade cohort—1 percent in low-poverty schools and 23 percent participating in compensatory math services in high-poverty schools.

In high-poverty schools, at the elementary grades, Chapter 1 funds are nearly all (94 to 98 percent) of the compensatory math services received by students. However, for the seventh-grade cohort, about three-fourths of the students receiving compensatory math services are in programs funded by state or local sources rather than Chapter 1. Compared with the service arrangements for reading, a significantly larger percentage (76 percent) of the students in the first-grade cohort who receive Chapter 1 math compensatory services in these high-poverty schools are receiving them through Schoolwide Programs. For the third-grade cohort, for which Chapter 1 math services are somewhat more prevalent in high-poverty schools, about 56 percent of the Chapter 1 students receive math services through Schoolwide Program arrangements. As for reading services, Schoolwide Programs are uncommon for the seventh-grade cohort.

Community Context

The remainder of Part 2 focuses on the characteristics of Chapter 1 students. For this purpose, students in each of the three grade cohorts have been classified into the following mutually exclusive groups:

- **Any Chapter 1 Program**—includes students receiving Chapter 1 services for reading or math as well as students attending a Chapter 1 Schoolwide Program school. These students may or may not be receiving services from another compensatory education program.
- **Other Compensatory Education Program**—includes students who are *only* receiving services in reading or math from any other program funded from federal, state, or local sources.
- **No Program**—includes all other students for whom Chapter 1 is not offered at their grade level, and students who have the program available but are not participating.

Readers are cautioned about using these data to draw conclusions about the effects of Chapter 1 on the education and growth of children. The way children are selected into Chapter 1 makes these rather simple comparisons potentially misleading to the extent that important differences exist between participants and nonparticipants.

Region and Urbanicity

Chapter 1 students are heavily concentrated in the South and in urban areas. In light of the emphasis on poor children that is inherent in the Chapter 1 funding formula, this distributive pattern is not surprising.

Exhibit 2.3: Percentage of Students in each Census Region by Participation in Compensatory Education and Grade Cohort

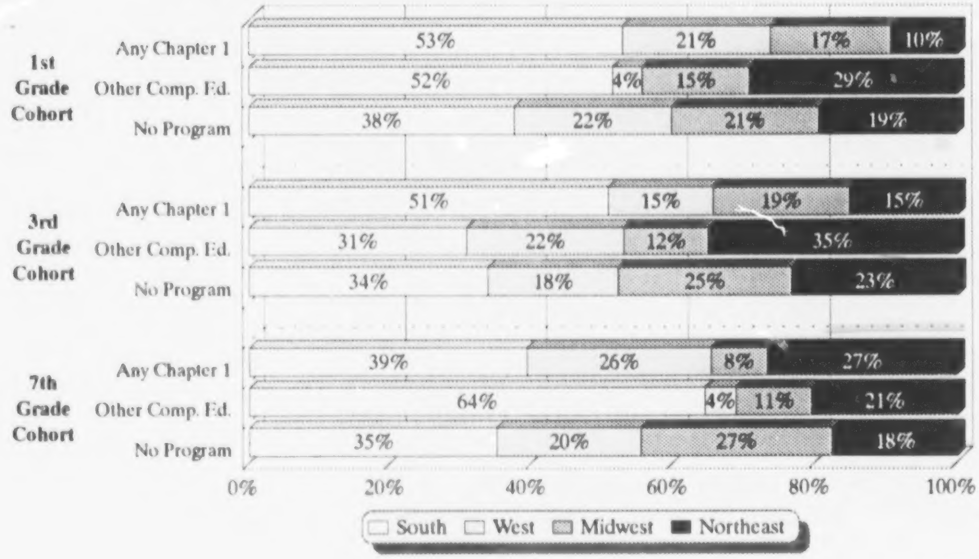


Exhibit 2.4: Participation in Compensatory Education by Region and Urbanicity and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Participation in Compensatory Education	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
Region				
1st Grade Cohort				
South	41.0%	52.9%	51.5%	37.6%
West	23.8%	20.8%	4.1%	22.2%
Midwest	18.5%	16.9%	15.2%	20.7%
Northeast	16.8%	9.5%	29.2%	19.4%
3rd Grade Cohort				
South	35.5%	50.9%	30.8%	33.8%
West	21.3%	14.7%	22.2%	18.4%
Midwest	21.7%	19.2%	11.9%	24.5%
Northeast	21.5%	15.3%	35.1%	23.4%
7th Grade Cohort				
South	36.3%	39.3%	64.4%	35.0%
West	21.0%	26.0%	4.4%	20.4%
Midwest	24.2%	7.9%	10.6%	25.9%
Northeast	18.5%	26.7%	20.6%	17.7%
Urbanicity				
1st Grade Cohort				
Urban	25.6%	31.9%	19.1%	20.9%
Suburban	38.2%	32.8%	26.8%	41.3%
Rural	36.2%	35.3%	54.1%	37.8%
3rd Grade Cohort				
Urban	26.2%	40.7%	19.2%	21.2%
Suburban	36.5%	21.0%	55.5%	41.5%
Rural	37.3%	38.3%	25.3%	37.3%
7th Grade Cohort				
Urban	23.8%	27.3%	35.0%	22.1%
Suburban	34.9%	37.4%	39.4%	35.2%
Rural	41.3%	35.3%	25.6%	42.7%
Total Weighted N				
1st Grade Cohort	3,555,519	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,494	508,279	133,463	2,096,623
7th Grade Cohort	2,945,024	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects

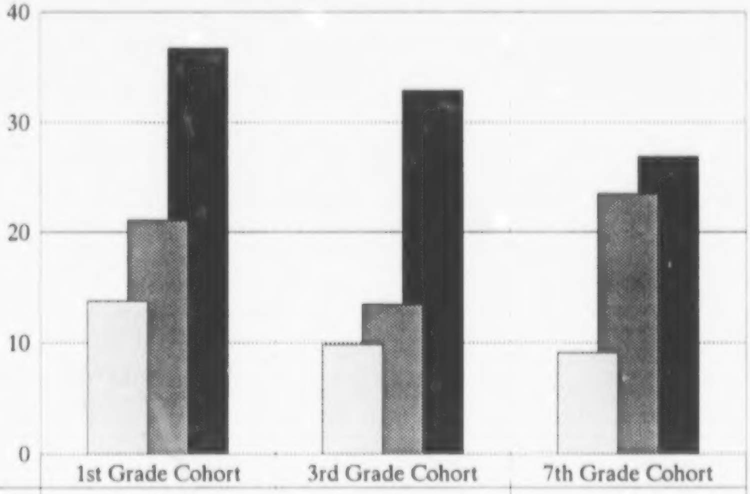
Social, Economic, and Demographic Characteristics

Total Annual Family Income

As intended, poor children are far more likely than others to receive Chapter 1 services (exhibit 2.5). Across all three grade cohorts, the families of students who receive Chapter 1 assistance are about three times more likely than students receiving no compensatory education assistance to have an annual income of under $10,000. Overall, about one-third of Chapter 1 children have total family incomes under $10,000, with families of younger children tending to have the lowest income levels.

Among the first- and third-grade cohorts, students receiving Chapter 1 services are substantially more likely (the difference ranges from 18 to 25 percentage points) than students receiving compensatory services funded by other sources to be from families with total annual incomes below $15,000, a reflection of the way that Chapter 1 funds are targeted for compensatory services. However, in the seventh-grade cohort there are essentially no differences between these two groups of students.

Exhibit 2.5: Percentage of Students from Families with Total Annual Incomes under $10,000 by Participation in Compensatory Education and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
No Program ☐	14	10	9
Other Comp Ed. ▨	21	14	24
Any Chapter 1 ■	37	33	27

Exhibit 2.6: Total Family Income by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

		Participation in Compensatory Education		
Total Family Income	TOTAL	Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
0 - 4,999	8.6%	19.9%	10.5%	5.7%
5,000 - 9,999	10.1%	16.8%	10.6%	8.1%
10,000 - 14,999	8.7%	12.7%	10.5%	7.5%
15,000 - 19,999	7.7%	11.0%	9.4%	6.9%
20,000 - 34,999	26.3%	29.2%	29.9%	26.7%
35,000 - 49,999	18.1%	10.3%	11.0%	20.2%
50,000 +	20.7%	5.1%	18.1%	24.8%
Missing data	25.1	27.6	18.9	17.8
3rd Grade Cohort				
0 - 4,999	5.9%	16.5%	6.5%	3.6%
5,000 - 9,999	7.9%	16.4%	7.0%	6.2%
10,000 - 14,999	7.6%	12.8%	7.7%	6.0%
15,000 - 19,999	8.0%	12.1%	8.2%	7.1%
20,000 - 34,999	25.3%	23.2%	28.4%	25.6%
35,000 - 49,999	18.8%	12.0%	14.2%	20.7%
50,000 +	26.6%	6.9%	27.9%	30.7%
Missing data	28.6	34.8	27.7	20.6
7th Grade Cohort				
0 - 4,999	4.4%	12.7%	11.7%	4.2%
5,000 - 9,999	5.8%	14.2%	11.8%	4.9%
10,000 - 14,999	7.5%	14.3%	15.5%	6.8%
15,000 - 19,999	8.1%	14.3%	8.9%	7.8%
20,000 - 34,999	26.7%	21.7%	28.0%	27.2%
35,000 - 49,000	19.9%	13.3%	14.5%	20.1%
50,000 +	26.9%	9.4%	9.6%	29.0%
Missing data	31.7	31.3	32.1	24.8
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

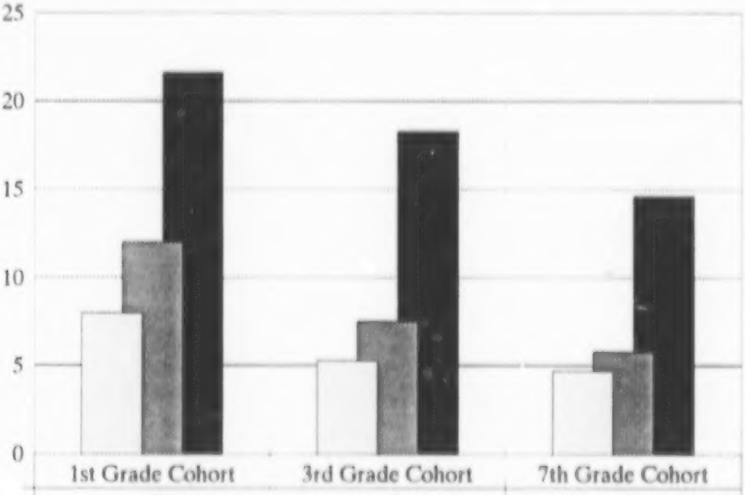
Source: Prospects, Parent Questionnaire

Receipt of Public Assistance

Along with the observed pattern of total family income, the families of Chapter 1 students are also about three times more likely than students not receiving compensatory educational services to be receiving assistance under Aid to Families with Dependent Children (AFDC). These data reinforce the conclusion that Chapter 1 children are poor and facing all of the concomitant barriers to school success that are associated with poverty.

According to parent-reported data, Chapter 1 participants are also at least twice as likely to receive free or reduced-price breakfast or lunch at school than nonparticipants.

Exhibit 2.7: Percentage of Students from Families Receiving Public Assistance through AFDC by Participation in Compensatory Education and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
No Program □	8	5	5
Other Comp Ed. ▨	12	8	6
Any Chapter 1 ■	22	18	15

Exhibit 2.8: Family Receipt of Public Assistance by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Family Receipt of Public Assistance	TOTAL	Participation in Compensatory Education Any Chapter 1	 Other Comp. Ed.	 No Program
1st Grade Cohort				
AFDC	11.0%	21.6%	12.0%	8.0%
SSI	2.0%	4.3%	1.1%	1.4%
Unemployment benefits	6.4%	7.6%	5.1%	6.2%
Missing data	21.9	26.1	12.8	13.9
Free or reduced price breakfast	24.0%	48.8%	35.9%	18.0%
Free or reduced price lunch	38.1%	67.7%	40.2%	30.9%
Missing data	19.4	23.1	14.8	11.2
3rd Grade Cohort				
AFDC	7.9%	18.3%	7.5%	5.3%
SSI	2.1%	4.4%	1.4%	1.7%
Unemployment benefits	6.9%	8.2%	8.5%	6.5%
Missing data	25.5	33.1	25.5	17.1
Free or reduced price breakfast	20.7%	46.2%	27.4%	15.5%
Free or reduced price lunch	33.3%	65.3%	39.1%	25.8%
Missing data	23.7	30.1	24.5	15.4
7th Grade Cohort				
AFDC	5.4%	14.6%	5.8%	4.7%
SSI	3.0%	8.0%	3.4%	2.7%
Unemployment benefits	6.8%	8.7%	5.6%	6.4%
Missing data	28.3	29.5	29.0	20.9
Free or reduced price breakfast	11.6%	28.6%	28.7%	9.7%
Free or reduced price lunch	27.1%	52.2%	55.1%	24.3%
Missing data	25.8	26.2	28.1	18.2
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

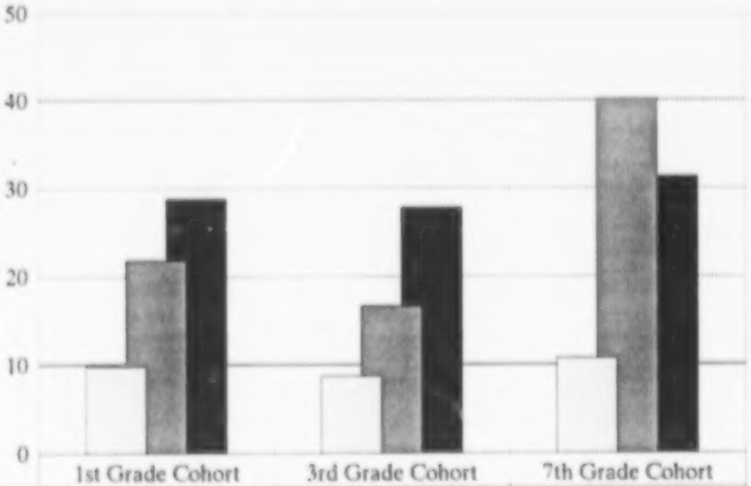
Source: Prospects, Parent Questionnaire

Mother's Educational Attainment

Low parental educational attainment can increase the probability of child poverty and reduce parents' ability to foster their children's educational growth and development.

Data collected from ***Prospects*** indicate a strong relationship between Chapter 1 participation and parental educational attainment (exhibit 2.9). The parents of Chapter 1 children are about three times *less* likely to have completed their high school education than are the parents of students not receiving compensatory education. Similarly, the parents of Chapter 1 students are four or five times *less* likely to have obtained a four-year college degree than are the parents of students not receiving compensatory educational services.

Exhibit 2.9: Percentage of Students whose Mothers Have Less than High School Education by Participation in Compensatory Education and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
No Program □	10	9	11
Other Comp Ed. ▨	22	17	40
Any Chapter 1 ■	29	28	31

Exhibit 2.10: Mother's Highest Educational Attainment by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Mother's Highest Educational Attainment	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Less than high school diploma	13.3%	28.8%	21.8%	9.8%
High school diploma/GED	31.2%	39.4%	41.5%	29.3%
Vocational/trade school	10.6%	10.1%	6.2%	10.4%
Some college	19.5%	11.6%	14.3%	20.7%
2-Year college degree	8.1%	4.3%	8.2%	8.7%
4-Year college degree	13.2%	4.8%	7.6%	15.7%
Master's/Ph.D.	4.2%	1.0%	*	5.4%
Missing data	22.1	26.6	18.0	13.1
3rd Grade Cohort				
Less than high school diploma	11.1%	27.8%	16.6%	8.7%
High school diploma/GED	31.6%	37.1%	34.8%	28.9%
Vocational/trade school	10.3%	12.9%	7.8%	9.5%
Some college	18.0%	12.8%	16.7%	18.3%
2-Year college degree	7.9%	4.2%	9.9%	8.1%
4-Year college degree	14.3%	3.4%	10.5%	17.6%
Master's/Ph.D.	6.9%	1.8%	*	8.9%
Missing data	25.3	32.0	24.4	16.3
7th Grade Cohort				
Less than high school diploma	12.6%	31.3%	40.1%	10.7%
High school diploma/GED	33.5%	37.5%	28.1%	32.0%
Vocational/trade school	10.0%	10.3%	8.3%	9.2%
Some college	17.9%	10.2%	14.7%	18.2%
2-Year college degree	7.7%	4.0%	4.7%	8.3%
4-Year college degree	12.6%	5.3%	*	14.1%
Master's/Ph.D.	5.8%	*	*	7.4%
Missing data	27.7	25.3	27.6	19.6
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

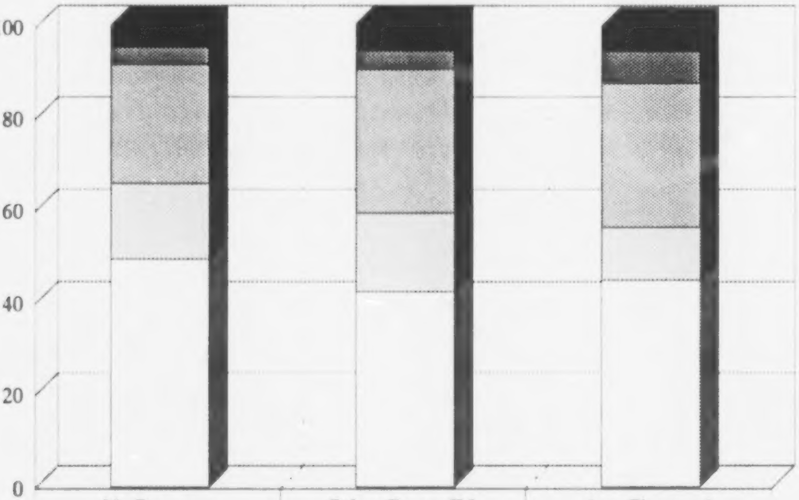
Source: Prospects, Parent Questionnaire

Mother's Employment Status

Parental employment can reduce the likelihood that children will suffer the negative consequences of poverty, but employment can have a negative effect on parent-child relationships including supporting student learning.

Prospects data indicate that there are modest differences in the employment status of Chapter 1 participants and nonparticipants (exhibit 2.11). As with income, rates of employment tend to be higher for families with older children; however, across all three grade cohorts the parents of nonparticipants are 15 to 20 percent more likely to be employed outside the home than are the parents of Chapter 1 children.

Exhibit 2.11: Mother's Employment Status for 3rd Grade Cohort Students by Participation in Compensatory Education



	No Program	Other Comp. Ed.	Any Chapter 1
Other ■	5	6	6
Unemployed ■	4	4	7
Homemaker ▨	26	31	31
Part Time ☐	17	17	11
Full Time ☐	49	42	45

Exhibit 2.12: Mother's Employment Status by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

		Participation in Compensatory Education		
Mother's Employment Status	TOTAL	Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Works full time	44.7%	44.8%	42.3%	49.2%
Works part time	17.2%	11.4%	17.0%	16.5%
Homemaker	30.0%	31.3%	31.3%	26.0%
Unemployed	3.9%	7.0%	•	3.7%
Retired/disabled	0.8%	2.9%	•	1.5%
Student	3.2%	2.6%	•	3.2%
Missing data	21.0	23.5	11.3	12.9
3rd Grade Cohort				
Works full time	49.9%	46.2%	54.9%	54.5%
Works part time	19.8%	13.3%	14.0%	18.9%
Homemaker	22.1%	24.5%	20.6%	18.8%
Unemployed	4.2%	8.4%	•	3.6%
Retired/disabled	1.5%	4.5%	•	2.3%
Student	2.4%	3.1%	•	1.9%
Missing data	25.1	30.7	24.0	16.6
7th Grade Cohort				
Works full time	52.7%	50.1%	50.0%	57.4%
Works part time	18.7%	13.9%	9.0%	16.7%
Homemaker	20.8%	29.7%	27.2%	17.9%
Unemployed	3.7%	6.6%	9.0%	3.5%
Retired/disabled	1.7%	6.0%	•	2.3%
Student	2.3%	•	•	2.1%
Missing data	27.3	25.6	24.9	19.5
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.
• = fewer than 20 sample cases in cell.

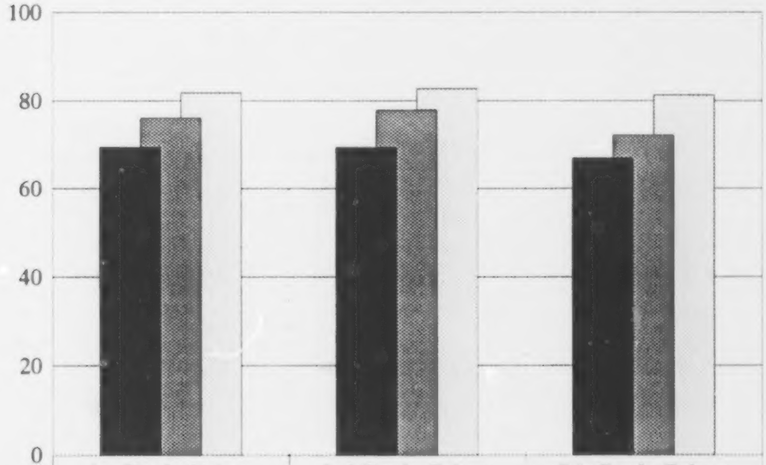
Source: Prospects, Parent Questionnaire

Parents' Marital Status

The presence of two parents in the child's home may reduce the incidence of poverty and increase the child's socioemotional and cognitive development.

As shown in exhibit 2.13, across the three grade cohorts about two-thirds of Chapter 1 participants live with parents who are married (or are living in a marriagelike relationship). Students not receiving compensatory education services are, however, about 14 percentage points more likely to be living with married parents.

Exhibit 2.13: Percentage of Students with Married Parents by Participation in Compensatory Education and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
Any Chapter 1 ■	69	69	67
Other Comp Ed. ▨	76	78	72
No Program ☐	82	83	81

Exhibit 2.14: Parents' Marital Status by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

		Participation in Compensatory Education		
Parents' Marital Status	TOTAL	Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Married or living like married	79.1%	69.3%	76.1%	81.8%
Divorced/widowed/separated	15.7%	20.2%	17.6%	14.1%
Never married	5.3%	10.5%	6.3%	4.0%
Missing data	18.7	22.3	10.4	10.5
3rd Grade Cohort				
Married or living like married	80.0%	69.4%	77.9%	82.7%
Divorced/widowed/separated	16.1%	19.8%	18.1%	14.7%
Never married	3.9%	10.7%	3.9%	2.7%
Missing data	23.0	29.0	23.8	14.7
7th Grade Cohort				
Married or living like married	80.0%	66.9%	72.1%	81.2%
Divorced/widowed/separated	17.2%	26.0%	24.8%	16.3%
Never married	2.8%	7.1%	3.1%	2.5%
Missing data	25.4	24.0	25.4	18.0
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Parent Questionnaire

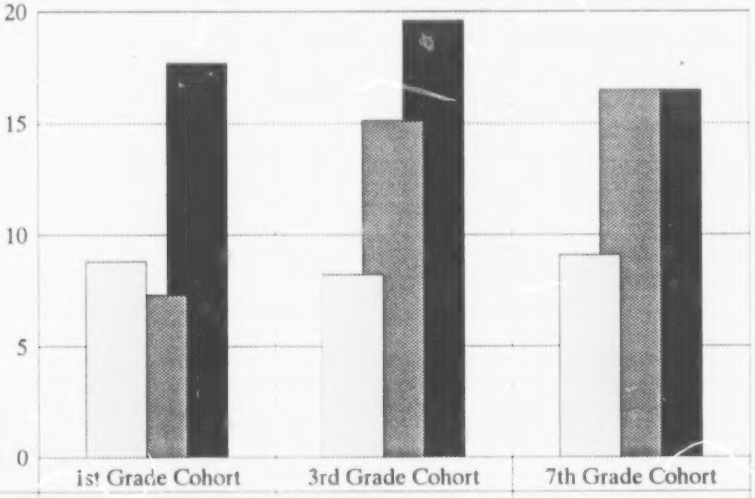
Parents' Native Language

Although the ability to speak a language other than English can be an asset, children living in a household with non-English-speaking parents may experience increased difficulty at school.

According to the data collected through ***Prospects***, the parents of about one-sixth of Chapter 1 students report that English is not their native language (exhibit 2.15). This incidence of nonnative-English-speakers is about twice the rate observed among nonparticipating children.

Estimates of the percentage of families whose native language is other than English are typically biased downward by the limitations in English-language fluency of the families that this type of survey question is intended to identify. To reduce this problem, ***Prospects*** used Spanish translations of survey questionnaires and related materials sent to students' parents. However, because no other translations were available, these data are likely to underestimate the percentage of families with a non-English native language other than Spanish, especially if these families have little or no proficiency in English. Additional data gleaned from multiple data sources on students' language-minority status and limited English proficiency (LEP) and presented in Part 4 of this interim report are generally consistent with the trends in parental responses, by school poverty, displayed here.

Exhibit 2.15: Percentage of Students whose Parents' Native Language Is other than English by Participation in Compensatory Education and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
No Program ☐	9	8	9
Other Comp Ed. ▨	7	15	17
Any Chapter 1 ■	18	20	17

Exhibit 2.16: Parents' Native Language by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Is English Your Native Language?	TOTAL	Participation in Compensatory Education Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Yes	89.4%	82.3%	92.7%	91.2%
No	10.6%	17.7%	7.3%	8.8%
Missing data	18.6	21.9	10.8	10.4
3rd Grade Cohort				
Yes	89.3%	80.4%	84.9%	91.8%
No	10.7%	19.6%	15.1%	8.2%
Missing data	23.0	29.2	22.6	14.7
7th Grade Cohort				
Yes	90.1%	83.5%	83.5%	90.9%
No	9.9%	16.5%	16.5%	9.1%
Missing data	25.5	24.3	28.6	17.9
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Parent Questionnaire

Student Gender

There are only very small gender differences between Chapter 1 students and children not receiving compensatory education (exhibit 2.17).

Students' Race/Ethnicity

There is a strong relationship between Chapter 1 participation and students' racial and ethnic identification (exhibits 2.18 and 2.19). Between 40 and 50 percent of Chapter 1 participants are white, not of Hispanic origin. In contrast, about three-quarters of the nonparticipants are white, a difference of 50 to 80 percent higher than that observed for the Chapter 1 students.

Among students in the first-grade cohort, black and Hispanic students make up a larger proportion of Chapter 1 students (54 percent) than do other compensatory students (31 percent). However, this relationship does not hold for the third- or seventh-grade cohorts, where black and Hispanic students appear to be a slightly higher proportion of the group receiving compensatory services funded by state or local sources.

Exhibit 2.17: Race and Ethnicity by Participation in Compensatory Education and Grade Cohort

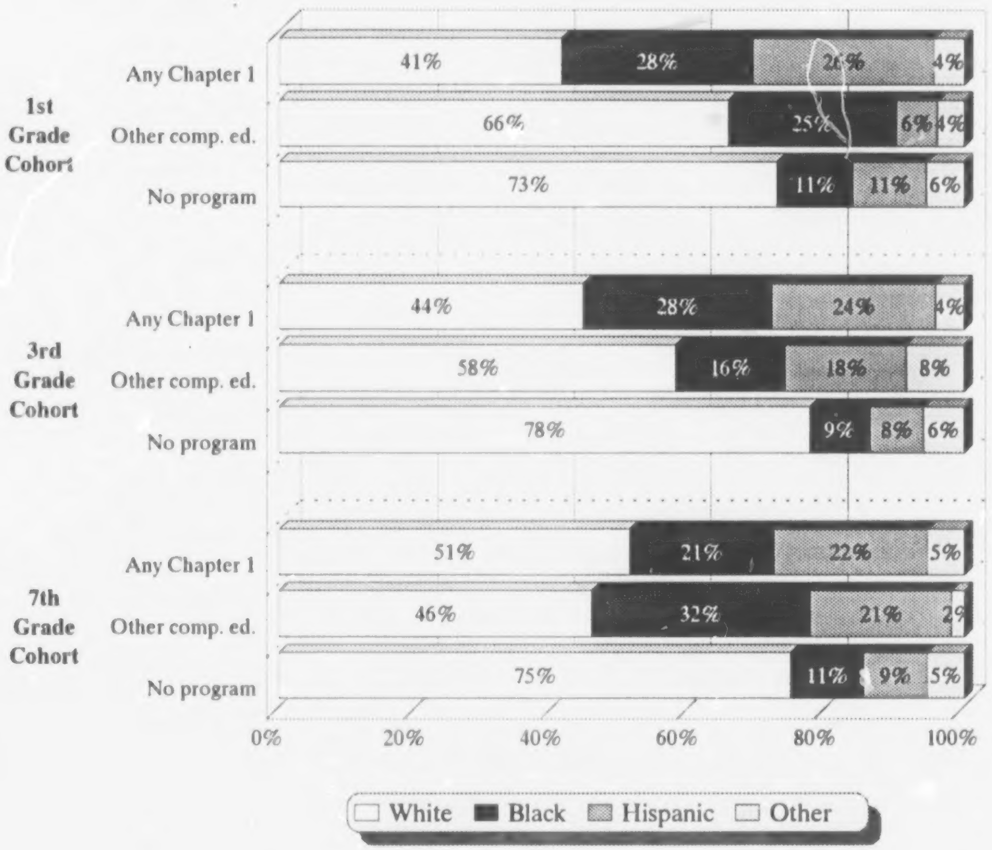


Exhibit 2.18: Students' Gender by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Students' Gender	TOTAL	Participation in Compensatory Education Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Male	51.8%	56.3%	51.3%	51.0%
Female	48.2%	43.7%	48.7%	49.0%
Missing data	12.0	6.1	5.0	5.2
3rd Grade Cohort				
Male	49.9%	49.8%	56.9%	49.3%
Female	50.1%	50.2%	43.1%	50.7%
Missing data	8.6	2.7	1.7	1.5
7th Grade Cohort				
Male	52.4%	56.2%	54.5%	51.9%
Female	47.6%	43.8%	45.5%	48.1%
Missing data	9.9	0.8	1.8	0.8
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Abstract

Exhibit 2.19: Students' Race/Ethnicity by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Students' Race/Ethnicity	TOTAL	Participation in Compensatory Education Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
White, not hispanic	65.3%	41.2%	65.6%	72.7%
Black, not hispanic	15.1%	28.0%	24.6%	11.1%
Hispanic	14.4%	26.4%	5.9%	10.7%
Other	5.2%	4.4%	3.9%	5.5%
Missing data	23.0	11.5	15.9	17.2
3rd Grade Cohort				
White, not hispanic	70.1%	44.4%	57.9%	77.5%
Black, not hispanic	12.4%	27.6%	16.0%	8.8%
Hispanic	11.8%	23.9%	17.7%	7.8%
Other	5.7%	4.1%	8.4%	5.9%
Missing data	16.2	8.1	33.2	8.5
7th Grade Cohort				
White, not hispanic	71.8%	51.2%	45.6%	74.7%
Black, not hispanic	12.4%	21.1%	32.0%	10.6%
Hispanic	10.7%	22.4%	20.6%	9.4%
Other	5.1%	5.3%	1.8%	5.3%
Missing data	20.0	5.8	9.8	12.0
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

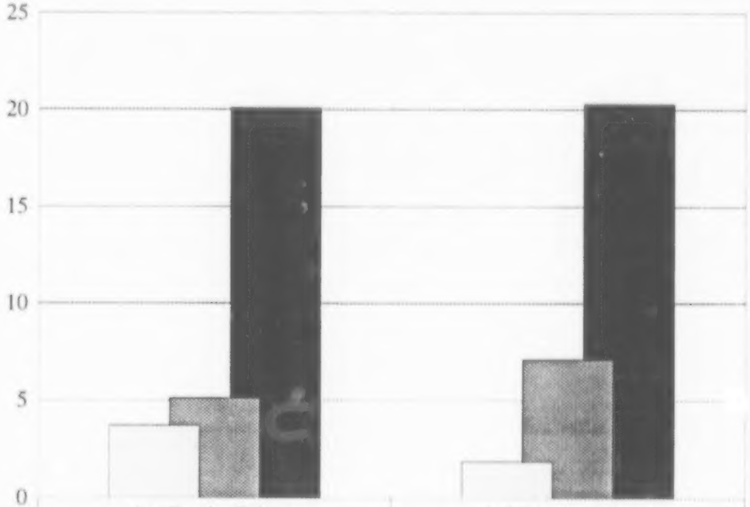
Source: Prospects, Student Abstract

Students' English-Language Proficiency

Information on students' receipt of instruction in English as a Second Language (ESL) or bilingual education was obtained from school records. Although services to LEP and language-minority students are examined in more detail in Part 4, exhibit 2.21 provides data on the percentage of students who are receiving ESL services through different funding sources according to their participation in compensatory education.

In the first- and third-grade cohorts, Chapter 1 participants are more likely than nonparticipants to be receiving such services. For example, 6 percent of the students in the first-grade cohort who receive any Chapter 1 service are receiving Chapter 1-funded ESL assistance. The receipt of ESL services by seventh-grade students is too infrequent to draw any conclusions from the data. Data on services for students in the first- and third-grade cohort, the most prevalent, are depicted in exhibit 2.20.

Exhibit 2.20: Percentage of Students Who Receive ESL/Bilingual Education Services from Any Source by Participation in Compensatory Education and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort
No Program ☐	4	2
Other Comp Ed. ▨	5	7
Any Chapter 1 ■	20	20

Exhibit 2.21: Receipt of ESL/Bilingual Services by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Receipt of ESL/Bilingual Services	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Chapter 1	1.4%	6.0%	0.0%	0.2%
Title VII	0.8%	1.7%	0.0%	0.6%
State program	2.4%	5.9%	2.9%	1.4%
Local program	2.5%	6.5%	2.2%	1.5%
3rd Grade Cohort				
Chapter 1	1.5%	7.5%	*	*
Title VII	0.7%	2.3%	*	0.2%
State program	2.1%	6.4%	4.3%	0.8%
Local program	1.6%	4.1%	2.8%	0.9%
7th Grade Cohort				
Chapter 1	0.4%	*	*	*
Title VII	0.6%	*	*	0.5%
State program	1.9%	*	*	1.9%
Local program	0.4%	*	*	0.5%
Total Weighted N				
1st Grade Cohort	3,555,519	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,494	508,279	133,463	2,096,623
7th Grade Cohort	2,945,024	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

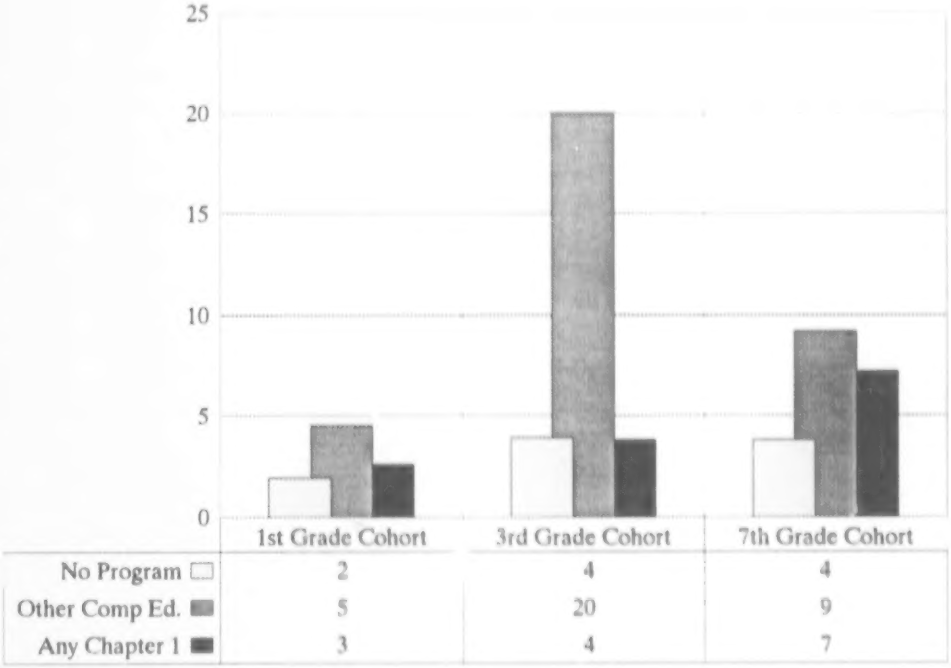
Source: Prospects, Student Abstract

Students' Handicaps/Disabilities

Students with handicaps or other disabilities may face greater challenges to success in school than do other students. To examine this issue, information was collected from two sources. First, parents of sampled students were asked, "Does your child currently have any of the following problems or handicaps?" The checklist included 10 possible conditions including hearing and visual handicaps, speech problems, physical disabilities, and mental or emotional problems. Second, data collectors abstracted information contained in students' school records on whether the child had any of the same conditions.

Exhibits 2.22 and 2.23 provide information on the extent to which Chapter 1 students have two of the most commonly reported problems, difficulties with speech or specific learning disabilities. As these data indicate, for all three grade cohorts there are no observed differences between Chapter 1 participants and nonparticipants in the extent to which they have been identified by their school as having such potentially handicapping conditions.

Exhibit 2.22: Percentage of Students Diagnosed as Having Specific Learning Disabilities by Participation in Compensatory Education and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
No Program ☐	2	4	4
Other Comp Ed. ▨	5	20	9
Any Chapter 1 ■	3	4	7

Exhibit 2.23: School-Recorded Handicaps/Disabilities by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

School-Recorded Handicaps/ Disabilities	TOTAL	**Participation in Compensatory Education**		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Speech problem	9.9%	7.4%	*	5.7%
Learning disability	3.9%	2.6%	4.5%	1.9%
Missing data	18.4	11.5	1.3	5.3
3rd Grade Cohort				
Speech problem	4.9%	2.3%	10.2%	2.6%
Learning disability	6.1%	3.8%	20.0%	3.9%
Missing data	23.0	4.4	9.4	6.9
7th Grade Cohort				
Speech problem	2.4%	*	*	0.6%
Learning disability	5.8%	7.2%	9.2%	3.8%
Missing data	25.4	2.4	0.3	5.0
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

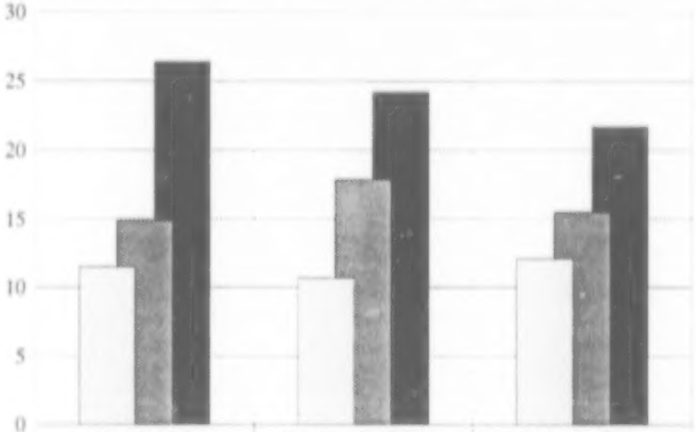
Source: Prospects, Student Abtract

Kindergarten and Preschool

A consensus has developed regarding the importance of early childhood education, especially for low-income children. To examine the extent to which Chapter 1 students receive the benefits of early intervention, data were collected from three sources: (1) parents were asked whether their child attended kindergarten and a variety of preschool programs from the ages of one to five years of age; (2) students in the third- and seventh-grade cohorts were asked whether they had participated in any preschool program and if they had attended kindergarten; and, (3) data were collected from school records on kindergarten attendance as well as on preschool program participation. These three data sources were found to produce quite different estimates of preschool and kindergarten program participation. Consequently, the information presented in exhibit 2.24 is derived from those data sources that were judged to produce the most reliable estimates of students' receipt of early educational services. Students' data are used for kindergarten participation, and parents' data for preschool participation. (Because students' questionnaire data are not available for students in the first-grade cohort, kindergarten participation is not reported for these students.)

As shown in exhibits 2.24 and 2.25, kindergarten attendance is nearly universal, with reported participation rates in excess of 90 percent. Moreover, there are only relatively small differences between Chapter 1 participants and nonparticipants in the extent to which they attend kindergarten (nonparticipants report, on average, only a slightly higher rate of attendance). With regard to other preschool programs, not surprisingly, Chapter 1 participants are about twice as likely as nonparticipants to have been enrolled in Head Start, whereas nonparticipants are generally more likely to have attended a preschool or nursery program funded through another source.

Exhibit 2.24: Percentage of Students Who Participated in a Head Start Program by Participation in Compensatory Education and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
No Program ☐	12	11	12
Other Comp Ed. ▨	15	18	16
Any Chapter 1 ■	26	24	22

Exhibit 2.25: Reported Participation in Kindergarten and Preschool by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Reported Participation in Kindergarten and Preschool	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Day care center	26.1%	24.6%	32.7%	26.2%
Family day care	26.1%	22.5%	18.4%	27.3%
Head Start	14.4%	26.4%	14.9%	11.5%
Nursery school/preschool	50.3%	34.5%	42.3%	54.4%
Missing data	18.4	21.1	12.0	10.3
3rd Grade Cohort				
Day care center	22.2%	19.5%	21.6%	23.1%
Family day care	23.7%	17.1%	25.7%	25.1%
Head Start	13.4%	24.2%	17.9%	10.7%
Nursery school/preschool	49.9%	31.4%	53.2%	54.3%
Missing data	23.1	29.1	24.3	14.6
Kindergarten	95.9%	91.9%	89.7%	97.5%
Missing data	14.6	9.9	15.6	7.7
7th Grade Cohort				
Day care center	21.5%	21.7%	24.2%	21.6%
Family day care	18.6%	15.3%	18.2%	19.0%
Head Start	13.0%	21.7%	15.5%	12.1%
Nursery school/preschool	41.8%	29.6%	25.5%	43.8%
Missing data	25.3	25.4	24.8	17.8
Kindergarten	96.0%	90.6%	97.3%	96.3%
Missing data	22.3	15.9	15.9	14.8
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,[illegible]58	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: 1) Preschool attendance: Prospects, Parent Questionnaire; 2) Kindergarten Attendance (1st): Prospects, Student Abstract; 3) Kindergarten Attendance (3rd, 7th): Prospects, Student Questionnaire

Source: Prospects, Student and Parent Questionnaires

Students' Involvement in School Activities and School-Related Events

Extracurricular school activities have long served as an important vehicle for transmitting important educational and moral values such as teamwork, individual and group responsibility, physical strength and soundness, mental acuity, competitiveness, awareness of artistic and cultural diversity, citizenship and connection with the local community and larger economy.

Involvement in Organized School Activities

Exhibits 2.26 and 2.27 provide information on student reports of their involvement in a range of organized school activities including school sports, performance activities (e.g., music and drama), and academic organizations (e.g., student government, clubs and honor societies). Because students in the first-grade cohort were not asked to complete a questionnaire, these data, as well as those presented on the next page, are available only for third- and seventh-grade cohorts.

Overall, students receiving Chapter 1 assistance and students receiving no compensatory services exhibit no important differences in participation in such activities. However, some differences were observed between Chapter 1 students and those receiving other types of compensatory education assistance. Most of these observed differences are small; moreover, the direction of the differences is reversed for the third- and seventh-grade cohorts.

Exhibit 2.26: Percentage of Students Involved in School Activities and Events by Participation in Compensatory Education and Grade Cohort

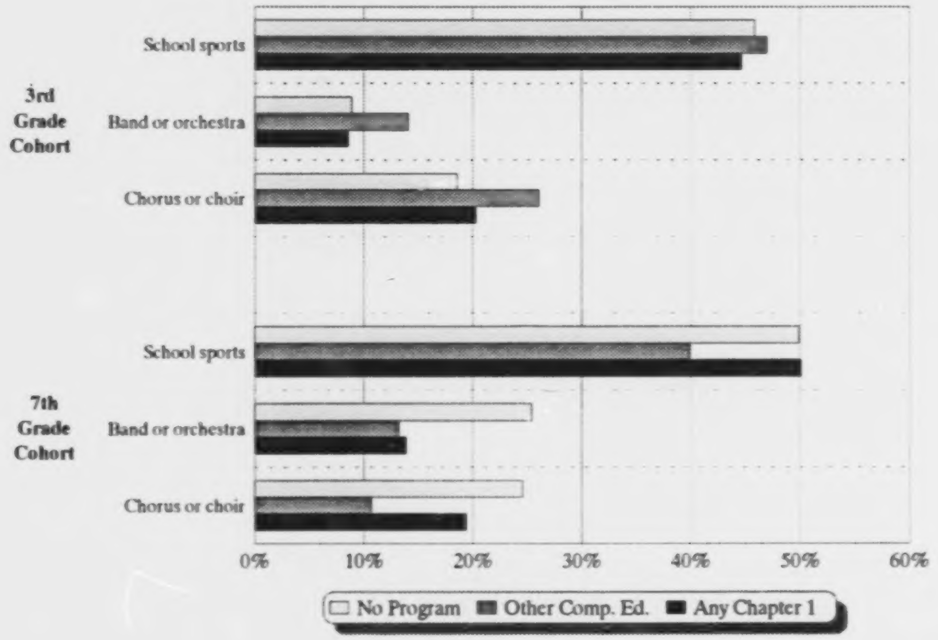


Exhibit 2.27: Students' Participation in School Activities by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Students' Participation in School Activities	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
3rd Grade Cohort				
Sports				
School sports	46.1%	44.7%	47.0%	45.9%
Performance Activities				
Band/orchestra	9.5%	8.6%	14.1%	8.9%
Chorus/choir	19.2%	20.3%	26.1%	18.6%
Acting, singing or dancing in school plays	30.6%	33.9%	31.1%	29.8%
Missing data	17.1	13.7	18.4	10.1
7th Grade Cohort				
Sports				
School sports teams	49.3%	50.1%	39.9%	49.9%
Intramural sports	41.6%	43.1%	35.0%	42.2%
Cheerleader	11.1%	6.7%	11.1%	11.6%
Performance Activities				
Band/orchestra	24.4%	13.9%	13.2%	25.4%
Chorus/choir, drama club	23.3%	19.4%	10.7%	24.6%
Academic Activities				
Hobby clubs	15.9%	15.9%	18.9%	15.9%
Subject-matter clubs	22.1%	25.4%	18.2%	22.2%
Honor societies	14.4%	4.8%	•	15.9%
Student government	13.3%	8.5%	7.5%	14.0%
Debating/speech team	4.2%	6.2%	•	4.0%
Newspaper/yearbook	13.4%	15.9%	•	12.9%
Vocational education clubs	5.5%	7.3%	16.1%	4.9%
Missing data	23.3	15.9	16.6	15.8
Total Weighted N				
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

• = fewer than 20 sample cases in cell.

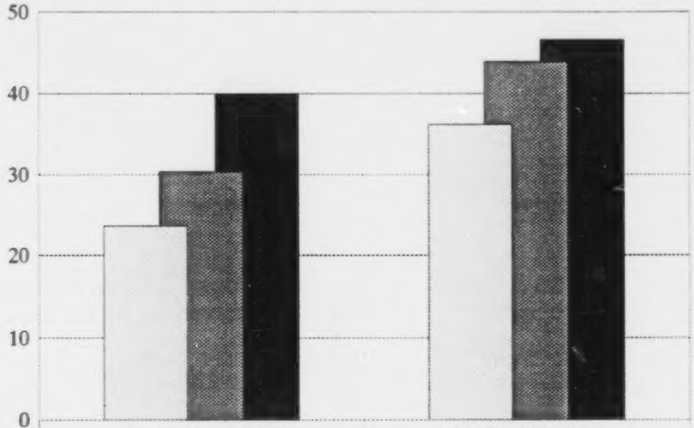
Source: Prospects, Student Questionnaire

School-Related Events

Students were also asked about their experiences at school. Because different questions were asked of students in the third- and seventh-grade cohort, these data are discussed separately by grade.

Chapter 1 students in the third-grade cohort were more likely to report that they had negative experiences in school (e.g., sent to the office for misbehaving, kept after school, parents called in) than were their nonparticipating counterparts. Despite this, there was no difference between the two groups in terms of how they felt about going to school every day; the majority "liked it a lot," or "liked it OK." For the seventh-grade cohort, the pattern for more Chapter 1 students to have negative experiences continued. The only experience in which Chapter 1 students fared better was in receiving awards for attendance. There were essentially no differences in participation rates in extra-curricular activities among third-grade cohort students. However, there is a decline in the extent to which Chapter 1 participants in the seventh-grade cohort participate in a variety of school activities, such as playing in a school band or orchestra.

Exhibit 2.28: Percentage of Students Who Were Sent to the Principal's Office for Misbehaving by Participation in Compensatory Education and Grade Cohort



	3rd Grade Cohort	7th Grade Cohort
No Program □	24	36
Other Comp Ed. ▨	30	44
Any Chapter 1 ■	40	47

Exhibit 2.29: School-Related Events by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

School-Related Events	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
3rd Grade Cohort				
Did the Following Events Ever Happen to You This School Year?				
Sent to the office for misbehaving	26.9%	39.9%	30.4%	23.6%
Kept after school for misbehaving	11.7%	20.5%	11.9%	9.6%
Parents were called in for misbehaving	14.0%	22.1%	20.0%	12.0%
Had something stolen at school	47.7%	54.4%	45.5%	45.8%
Was threatened with harm	35.8%	39.2%	42.1%	34.6%
Missing data	18.4	14.9	20.4	11.3
How Do You Feel About Going to School Everyday?				
Like it a lot	39.0%	40.7%	37.7%	38.7%
Like it okay	42.9%	39.1%	38.4%	44.2%
Don't care	6.8%	7.2%	7.6%	6.7%
Don't want to go	11.3%	13.0%	16.3%	10.4%
Missing data	15.6	11.2	17.6	8.6
7th Grade Cohort				
Did the Following Events Ever Happen to You This School Year?				
Classwork was publicly praised	32.9%	23.8%	22.5%	34.3%
Given an award for good attendance	23.8%	30.0%	28.7%	23.3%
Given an award for grades	41.6%	27.9%	35.6%	43.2%
Served on a school activity committee	21.6%	13.8%	11.8%	23.0%
Represented school at an event outside school	39.4%	30.7%	31.8%	40.7%
Elected class or club officer	14.3%	7.3%	8.6%	15.3%
Sent to the principal's office for misbehaving	37.6%	46.6%	43.9%	36.2%
Kept after school for detention	40.2%	42.5%	50.5%	39.3%
Put on in-school suspension	13.7%	19.6%	21.5%	12.9%
Put on out-of-school suspension	9.7%	15.9%	11.5%	8.9%
Put on probation	2.9%	6.1%	5.4%	2.5%
Had something stolen at school	55.9%	51.8%	53.1%	56.3%
Was offered drugs at school	11.8%	10.3%	13.9%	11.7%
Was threatened with harm	32.5%	27.7%	22.2%	33.2%
Missing data	23.9	16.3	18.2	15.9
Total Weighted N				
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

Performance of Chapter 1 Students

Standardized Achievement Tests

This section, as in Part 1, examines students' academic achievement using data from the CTBS/4. Data are again provided for only the third- and seventh-grade cohorts, and the same caveats discussed in Part 1 apply to the use of this information in this part of the interim report.[1]

Norm-Referenced Test Data. Exhibits 2.30A, B, and C present students' test performance (including annual gains) by program participation status separately for each of the grade cohorts. Exhibit 2.30A provides information for participants of Chapter 1 and other compensatory education services for reading/ language arts. Exhibit 2.30B provides data for recipients of math assistance, and Exhibit 2.30C provides data for participants who receive reading or math assistance.

The average differences in Normal Curve Equivalent (NCE) scores between students participating in Chapter 1 programs and those who are not receiving compensatory services are substantial--equivalent to about one standard deviation on the NCE scale distribution. The magnitude of the difference between these groups of students is roughly the same for reading and mathematics and for both the third- and seventh-grade cohorts. For both subjects and both grade cohorts, the average NCE scores for all Chapter 1 students is approximately the same as for students in the highest school poverty categories (see the discussion in Part 1).

These exhibits suggest that Chapter 1 participants have lower achievement scores at the baseline survey (1991) than nonparticipants and that the gap between program participants and nonparticipants did not significantly change during students' participation in a compensatory education program.

It should be kept in mind, however, that all of the foregoing comparisons are purely descriptive. In particular, the gains are not adjusted to reflect the large differences in individual and family characteristics of the compensatory program participants and the nonparticipants described throughout this part of the report. Furthermore, the 1991 baseline NCE scores of the Chapter 1 participants are sufficiently different from those of nonparticipants to suggest that the two groups are making gains at different points along the scale. If, for example, participants are making gains in the low end of the NCE score distribution, and nonparticipants are making gains at the middle and upper ends of the NCE score distribution, the two groups are probably making gains in qualitatively different skills. That is, changes in the upper end of the score distribution typically involve gains in higher-order skills while changes at the lower end of the score distribution typically involve more basic skills.

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[1] The format of the presentation in this section increases the possibility that readers will be tempted to draw premature conclusions about the nature of the impact on students' educational achievement of participation in the Chapter 1 program. The authors of this report believe that the ***Prospects*** study has not yet collected enough longitudinal data to carry out a study of program impacts, so this analysis has not been attempted here.

However, because tables in this section present initial longitudinal comparisons for the third and seventh grade cohorts, several additional precautionary measures have been taken. First, rather than basing comparisons in this section upon differences in group means, all comparisons are based upon annual test score changes for individual students. Thus, the data provided in the tables and charts in this section of the report are based on those students who were tested in both the baseline (spring, 1991) and first follow-up (spring, 1992) surveys. Only students who took the English-language CTBS/4 are included, no achievement score equating has been attempted for students who took the Spanish Assessment of Basic Education (SABE) in either or both years. Finally, because time available for completing the interim report did not permit a thorough analysis of the detailed subtest patterns and psychometric properties of longitudinal changes in achievement scores, a small proportion of the observations having either end-point scores or change scores at the extremes of either score distribution were excluded from the analyses. Consequently, the sample sizes reported in the tables in this section are smaller than those reported elsewhere. Subsequent ***Prospects*** reports based on additional longitudinal measures will address these analytical issues in more detail.

Exhibit 2.30A: Normal Curve Equivalent Scores in Reading for 1991 and 1992, and One-Year Gains by Grade Cohort and Participation in Compensatory Education for Reading: 12-Month Follow-up Study
[Weighted Means (Standard Deviation)]

Normal Curve Equivalent Scores in Reading	TOTAL	**Participation in Compensatory Education**		
		Chapter 1 Reading	Other Comp. Ed. Reading	No Program
3rd Grade Cohort				
Total Reading				
1991				
Mean	53.4	35.8	37.5	57.3
Standard Deviation	(19.4)	(15.7)	(16.5)	(17.9)
1992				
Mean	53.4	34.4	38.6	57.5
Standard Deviation	(19.6)	(14.6)	(14.2)	(18.2)
One-Year Gain				
Mean	0.0	-1.4	1.1	0.2
Standard Deviation	(12.0)	(11.1)	(10.7)	(12.2)
7th Grade Cohort				
Total Reading				
1991				
Mean	52.6	31.4	32.5	54.6
Standard Deviation	(19.7)	(13.6)	(12.7)	(19.1)
1992				
Mean	52.9	33.3	33.0	54.8
Standard Deviation	(19.6)	(13.0)	(11.0)	(19.2)
One-Year Gain				
Mean	0.3	1.9	0.5	0.3
Standard Deviation	(9.9)	(11.8)	(9.7)	(9.7)
Total Weighted N				
3rd Grade Cohort	3,042,495	266,223	63,401	1,508,573
7th Grade Cohort	2,945,025	91,720	59,523	1,542,378

Notes: Total Weighted N includes cases with unknown School Poverty status.

Standard deviations reported are the standard deviation of student scores, not the standard error of the estimated mean.

Participants include Chapter 1 and Schoolwide Programs. Nonparticipants include students for whom programs are not available.

Source: Prospects, CTBS/4 data

Exhibit 2.30B: Normal Curve Equivalent Scores in Math for 1991 and 1992, and One-Year Gains by Grade Cohort and Participation in Compensatory Education for Mathematics: 12-Month Follow-up Study

[Weighted Means (Standard Deviation)]

Normal Curve Equivalent Scores in Math	TOTAL	**Participation in Compensatory Education**		
		Chapter 1 Math	Other Comp. Ed. Math	No Program
3rd Grade Cohort				
Total Math				
1991				
Mean	53.6	36.7	37.2	56.6
Standard Deviation	(19.2)	(15.7)	(16.0)	(18.3)
1992				
Mean	52.4	34.8	34.9	55.6
Standard Deviation	(20.7)	(15.9)	(17.0)	(19.8)
One-Year Gain				
Mean	-1.2	-1.9	-2.3	-1.0
Standard Deviation	(12.9)	(12.0)	(12.5)	(13.0)
7th Grade Cohort				
Total Math				
1991				
Mean	52.3	34.2	26.2	53.4
Standard Deviation	(20.0)	(13.0)	(12.4)	(19.6)
1992				
Mean	51.1	32.9	26.0	52.2
Standard Deviation	(19.6)	(12.3)	(12.4)	(19.4)
One-Year Gain				
Mean	-1.2	-1.3	1.6	-1.2
Standard Deviation	(10.7)	(10.3)	(9.7)	(10.6)
Total Weighted N				
3rd Grade Cohort	3,042,495	207,468	64,496	1,561,341
7th Grade Cohort	2,945,025	50,428	36,554	1,605,104

Notes: Total Weighted N includes cases with unknown School Poverty status.

Participants include Chapter 1 and Schoolwide Programs. Nonparticipants include students for whom programs are not available.

Standard deviations reported are the standard deviation of student scores, not the standard error of the estimated mean.

Source: Prospects, CTBS/4 data.

Exhibit 2.30C: Normal Curve Equivalent Scores in Reading and Math for 1991 and 1992, and One-Year Gains by Grade Cohort and Participation in Compensatory Education for Reading and Mathematics: 12-Month Follow-up Study
[Weighted Means (Standard Deviation)]

Normal Curve Equivalent Scores in Reading and Math	TOTAL	**Participation in Compensatory Education**		
		Chapter 1	Other Comp. Ed.	No Program
3rd Grade Cohort				
Total Reading				
1991				
Mean	53.4	36.7	39.9	57.9
Standard Deviation	(19.4)	(15.6)	(17.5)	(17.8)
1992				
Mean	53.4	36.1	40.2	58.0
Standard Deviation	(19.6)	(14.7)	(15.6)	(18.2)
One-Year Gain				
Mean	0.0	-0.7	0.3	0.1
Standard Deviation	(12.0)	(11.4)	(11.0)	(12.2)
Total Math				
1991				
Mean	53.6	37.8	39.0	58.0
Standard Deviation	(19.2)	(15.1)	(15.8)	(18.0)
1992				
Mean	52.4	35.5	36.9	57.1
Standard Deviation	(20.7)	(15.5)	(16.5)	(19.5)
One-Year Gain				
Mean	-1.2	-2.3	-2.1	-0.8
Standard Deviation	(12.9)	(12.2)	(12.8)	(13.0)
7th Grade Cohort				
Total Reading				
1991				
Mean	52.6	31.6	32.5	55.1
Standard Deviation	(19.7)	(14.4)	(13.8)	(18.8)
1992				
Mean	52.9	34.0	32.5	55.3
Standard Deviation	(19.6)	(13.2)	(14.2)	(19.0)
One-Year Gain				
Mean	0.3	2.4	0.0	0.2
Standard Deviation	(9.9)	(11.8)	(9.8)	(9.6)
Total Math				
1991				
Mean	52.3	36.3	32.9	54.4
Standard Deviation	(20.0)	(14.3)	(16.3)	(19.5)
1992				
Mean	51.1	35.2	33.4	53.2
Standard Deviation	(19.6)	(12.8)	(13.5)	(19.4)
One-Year Gain				
Mean	-1.2	-1.1	0.5	-1.2
Standard Deviation	(10.7)	(10.3)	(11.0)	(10.6)
Total Weighted N				
3rd Grade Cohort	3,042,495	315,467	76,166	1,447,565
7th Grade Cohort	2,945,025	113,238	73,743	1,506,640

Notes: Total Weighted N includes cases with unknown School Poverty status.

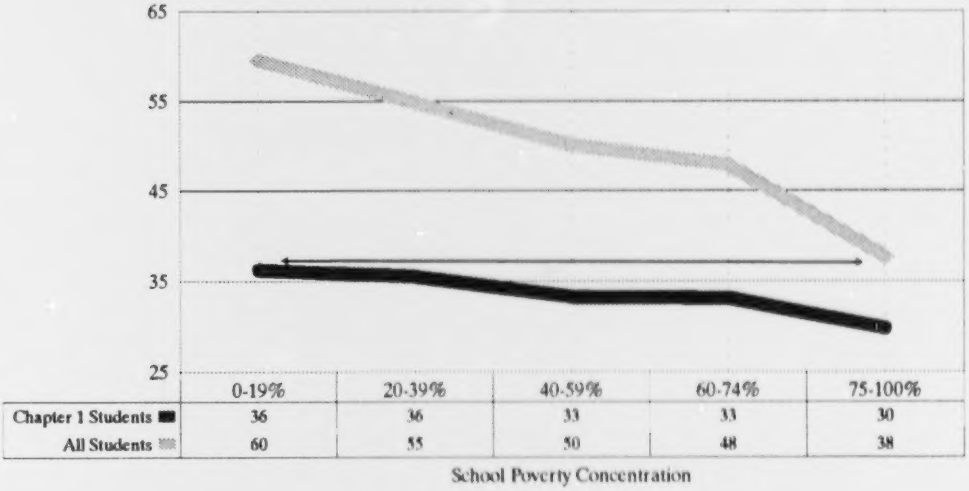
Participants include Chapter 1 and Schoolwide Programs. Nonparticipants include students for whom programs are not available.

Standard deviations reported are the standard deviation of student scores, not the standard error of the estimated mean.

Source: Prospects, CTBS/4 data.

Exhibits 2.30D and 2.30E compare NCE scores for Chapter 1 participants to those for all students in the third and seventh grade cohorts by the five poverty concentration categories introduced in Part 1. The pattern of reading scores for the third grade cohort displayed in exhibit 2.30D is found for both reading and math scores for both student cohorts shown in exhibit 2.30E. The average achievement level for all students declines sharply with increasing concentration of students from poor families. However, the achievement level of Chapter 1 students is low in all five school poverty concentration categories. For both subject areas and in both grade cohorts, the achievement levels of Chapter 1 children in the lowest school poverty category is about equal to the performance of *all* students attending the highest poverty schools.

Exhibit 2.30D: Comparison of Normal Curve Equivalent Scores in Reading between Chapter 1 Students and All Students in the 3rd Grade Cohort by School Poverty Concentration



	0-19%	20-39%	40-59%	60-74%	75-100%
Chapter 1 Students ■	36	36	33	33	30
All Students ▨	60	55	50	48	38

Exhibit 2.30E: Normal Curve Equivalent Scores In Reading and Math For 1992 by Grade Cohort, Chapter 1 Participation, and School Poverty Concentration: 12-Month Follow-up Study
[Weighted Means (Standard Deviation)]

		School Poverty Concentration				
Normal Curve Equivalent Scores	TOTAL	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
READING						
Chapter 1 Students						
Normal Curve Equivalent Score	33.2	36.2	35.5	33.2	33.1	29.7
Standard Deviation	(13.1)	(6.2)	(14.3)	(13)	(12.5)	(13.1)
All Students						
Normal Curve Equivalent Score	53.4	59.5	54.8	50.1	47.9	37.6
Standard Deviation	(19.6)	(16.2)	(16.9)	(19.6)	(17.9)	(16.6)
MATH						
Chapter 1 Students						
Normal Curve Equivalent Score	31.8	30.6	35.8	33.9	31.2	28.4
Standard Deviation	(13.7)	(14.5)	(9.9)	(13.9)	(14.6)	(14.7)
All Students						
Normal Curve Equivalent Score	52.4	58.1	52.6	49.2	49.3	36.6
Standard Deviation	(20.7)	(20.3)	(19.3)	(20.3)	(19.2)	(18.2)
7th Grade Cohort						
READING						
Chapter 1 Students						
Normal Curve Equivalent Score	33.2	35.8	32.2	36.1	32.0	25.9
Standard Deviation	(12.8)	(16.0)	(9.5)	(12.3)	(13.0)	(11.1)
All Students						
Normal Curve Equivalent Score	52.9	56.4	55.5	48.4	43.8	33.6
Standard Deviation	(19.6)	(18.9)	(18.7)	(18.4)	(18.5)	(16.2)
MATH						
Chapter 1 Students						
Normal Curve Equivalent Score	32.3	33.3	32.9	34.5	29.4	31.5
Standard Deviation	(11.9)	(8.3)	(14.5)	(8.4)	(13.0)	(10.2)
All Students						
Normal Curve Equivalent Score	51.1	56.5	52.7	48.2	43.3	35.1
Standard Deviation	(19.6)	(20.0)	(19.0)	(18.3)	(19.1)	(14.4)
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.
Means based on students who had CTBS/4 test scores in 1991 and 1992.
Chapter 1 participants do not include Schoolwide Programs.

Source: Prospects, CTBS/4 data.

Adjusted Norm-Referenced Gains. In an effort to compare participants with a more appropriate "control" group, that is, a group that is similar in as many respects as possible, a preliminary multivariate matching procedure known as *propensity analysis* (Rosenbaum & Rubin, 1985)[2] was implemented. This analysis began with an identification of nonparticipants who had similar profiles on background and achievement measures as participants in the baseline year. An algorithm was subsequently developed to find "optimal" matches from this reservoir of similar nonparticipants. After the matching was done, the propensity score (a single score that summarizes all the matching information) was used as a covariate to "adjust" the raw gain scores to reflect, to the extent possible, the preexisting differences between participants and nonparticipants. It should be noted, however, that this is only a preliminary attempt to adjust for the underlying group differences. Further analysis of this type will be conducted during the coming years of the ***Prospects*** study.

The results of this analysis, presented in exhibit 2.31A, shows the adjusted mean differences between program participants and nonparticipants for total reading and total math scores. In this exhibit "participants" are defined as students receiving *any* form of compensatory education (Chapter 1 or a state or local program). The value of -0.73 for the third-grade cohort for total reading indicates that the adjusted mean for the participants is .73 NCE points *below* that of the matched non-participants. Or said differently, the third-grade cohort participants gained 0.73 *less* NCE points than did the non-participants. This preliminary analysis suggests that there is essentially no difference in the performance on standardized tests between students who receive compensatory education assistance and those who do not receive such support.[3]

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[2] Rosenbaum, P.R., and Rubin, D.B., "Constructing a Control Group Using Multivariate-Matched Samples Incorporating the Propensity Score." *The American Statistician*, 1985, Vol. 39, pp. 33-38

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[3] Given the sample size involved in these analyses, and an assumed approximate design effect of 2.0 - 2.5, none of the mean differences presented in this section are likely to be statistically significantly different from zero. However, these data are aggregated across schools, some of which have positive program effects while others undoubtedly have negative program effects.

Exhibit 2.31A: Adjusted Mean Differences in NCE Scores between Compensatory Education Participants and Nonparticipants on Total Reading and Total Math by Grade Cohort

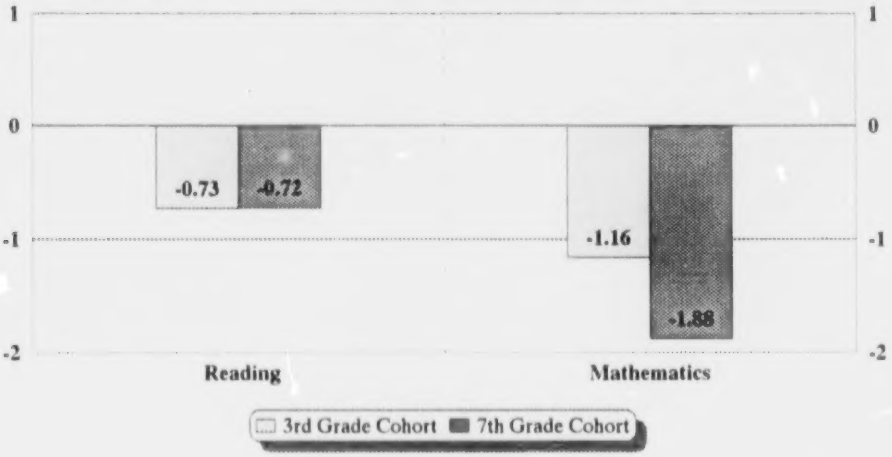


Exhibit 2.31B: Adjusted Mean Differences in NCE Scores between Chapter 1 Participants and Nonparticipants on Total Reading and Total Math by Grade Cohort

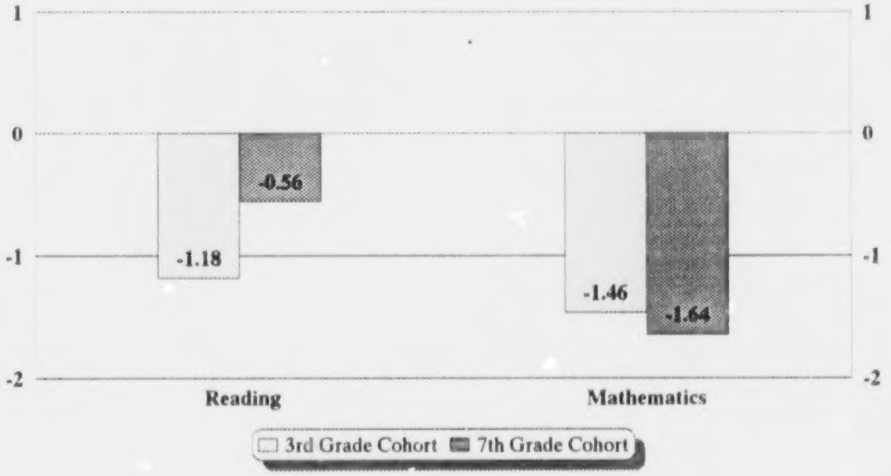
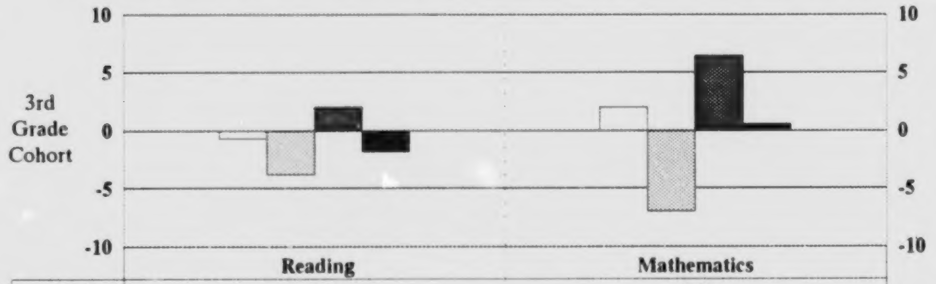


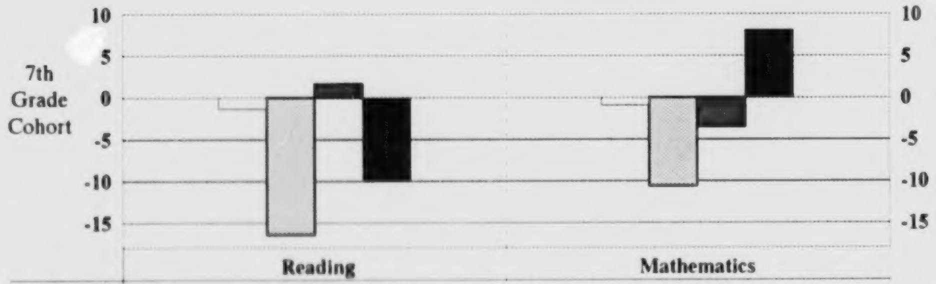
Exhibit 2.31B presents similar contrasts between participants and nonparticipants, but here the comparison is limited to Chapter 1 students in the participant group (i.e., eliminating recipients of state- or locally-funded compensatory education assistance). As the data show, the results change very little, and the observed differences are unlikely to be statistically significant. The conclusion is again that there is no statistical evidence for differential gains by Chapter 1 students compared with students who are not receiving compensatory education services.

To explore the possibility that Chapter 1 may show some differential effect at some lesser levels of aggregation, the matching and covariance adjustments were carried out within a 12-cell matrix defined by the four regions (defined in Part 1) and urbanicity (urban, suburban, and rural). However, because of the small cell sizes, the results, presented in exhibit 2.31C, have been pooled only by region. While the disaggregation of the estimates by region is less stable than for the total aggregate, there is some preliminary evidence for differential effects. This suggests that although there are no overall mean differences between participants and nonparticipants, higher (or lower) gains may be found in later analyses for subgroups of students.

Exhibit 2.31C: Adjusted Mean Differences in NCE Scores between Chapter 1 Participants and Nonparticipants on Total Reading and Total Math by Grade Cohort and Region



	Reading	Mathematics
South ☐	-0.7	2.03
West ▨	-3.82	-6.99
Midwest ■	2	6.41
Northeast ■	-1.86	0.56



	Reading	Mathematics
South ☐	-1.29	-0.88
West ■	-9.91	8.11
Midwest ☐	-16.41	-10.59
Northeast ■	1.64	-3.48

Criterion-Referenced Test Data. Exhibit 2.32A presents adjusted odds ratios for the third-grade cohort, calculated as described in Part 1, comparing program participants with a matched set of nonparticipants. The question being asked here is whether students who started the fourth grade, and were similar in background and previous achievement but different with respect to whether they had participated in Chapter 1 in the third grade, differed in their likelihood of having mastered various curriculum objectives. The odds ratios presented in the exhibit are the odds in the spring of the fourth grade that the program participant would have mastered a particular curriculum objective divided by the analogous odds for the matched nonparticipants. For example, at the time of the first follow-up study of the third-grade cohort for reading, the odds ratio is 0.99 for "understanding word meanings," indicating that the program participants have the same likelihood of having mastered this objective as do their counterparts among the nonparticipants. (An odds ratio of 1.00 indicates that participants and nonparticipants have the same likelihood.

Inspection of exhibit 2.32A indicates that with one minor exception in reading, the program participants have a consistent tendency to show a slightly lower likelihood of having mastered the respective curriculum objectives. While the direction of the odds advantage in favor of the nonparticipants is consistent for both reading and mathematics, the effect is actually quite small. In fact, in no case would the difference be statistically significant. These odds ratios are also consistent with the differences in total test scores reported earlier. It should be kept in mind, however, that these results are aggregated across schools with programs having qualitatively different types of interventions. Some schools may have programs that lead to significant increases in student performance.

Exhibit 2.32A: Adjusted Ratios of the Odds of Mastery of Curriculum Objectives
Third-Grade Cohort: (Chapter 1Participant Odds/Nonparticipant Odds)

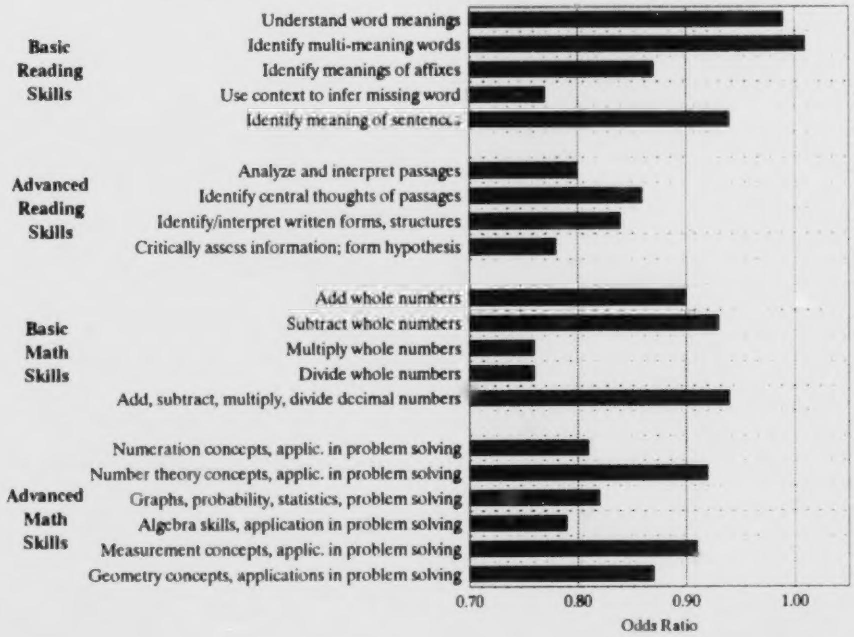


Exhibit 2.32B presents similar odds ratios of the first follow-up study of students in the seventh-grade cohort. These results are similar to those found for the third-grade cohort, that is, the program participants appear to be *less* likely than the nonparticipants to achieve mastery of the curriculum objectives. It also seems that the program participants are at a somewhat greater disadvantage in math than in reading. It is important to note that there are fewer program participants in seventh and eighth grades than in the third and fourth grades, and at time of entry (spring of the seventh grade) the seventh-grade participants have particularly low achievement scores relative to the nonparticipants. This lack of initial similarity makes the comparison somewhat problematic, because it is difficult to find achievement score matches for the seventh-graders who have such low initial scores. The combination of the extremely low achievement scores (and thus poor matching) and the resulting increased potential for regression effects makes the seventh-grade results somewhat tentative at best.

Exhibit 2.32B: Adjusted Ratios of the Odds of Mastery of Curriculum Objectives Seventh-Grade Cohort: (Participant Odds/Nonparticipant Odds)

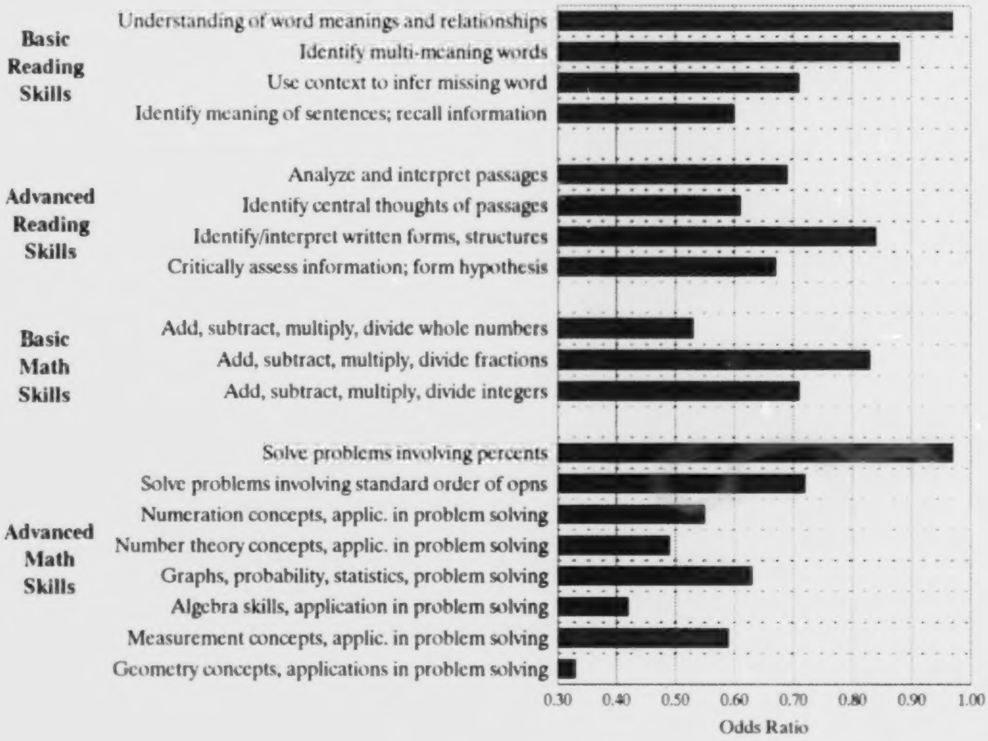


Exhibit 2.33: Adjusted Ratios of the Odds of Mastery of Curriculum Objectives by Grade Cohort: 12-Month Follow-up Study (Participant Odds/Nonparticipant Odds)

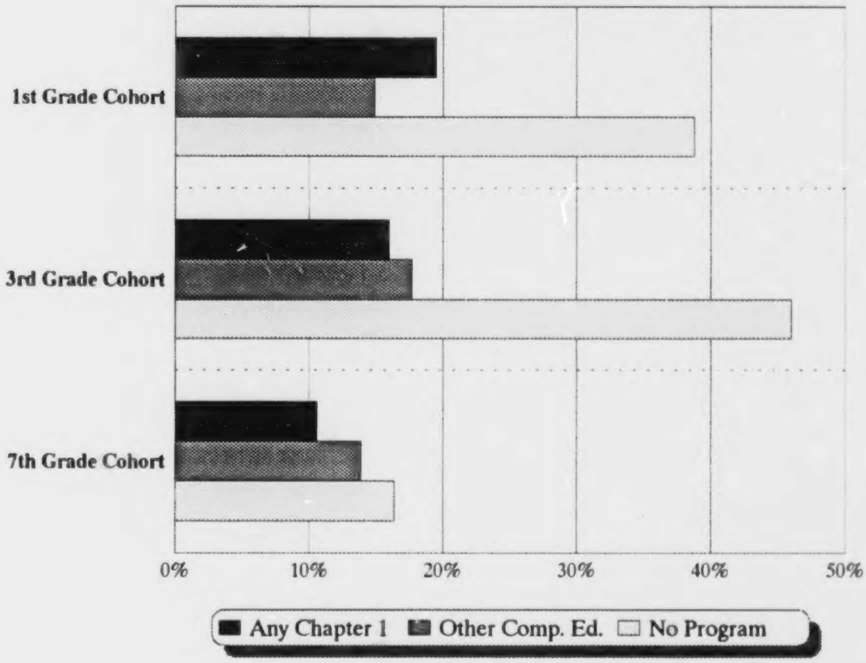
Objectives	Grade Cohort	
	3rd	7th
Reading Skills		
Basic Skills		
Understanding of word meanings	0.99	3rd-grade objective
Understanding of word meanings and relationships	7th-grade objective	0.97
Identify multimeaning words	1.01	0.88
Identify meanings of affixes	0.87	3rd-grade objective
Use context to infer missing word	0.77	0.71
Identify meaning of sentences	0.94	3rd-grade objective
Identify meaning of sentences; recall information	7th-grade objective	0.60
Advanced Skills		
Analyze and interpret passages	0.80	0.69
Identify central thoughts of passages	0.86	0.61
Identify/interpret written forms, structures, techniques	0.84	0.84
Critically assess information; form hypothesis	0.78	0.67
Math Skills		
Basic Skills		
Add whole numbers	0.90	3rd-grade objective
Subtract whole numbers	0.93	3rd-grade objective
Multiply whole numbers	0.76	3rd-grade objective
Divide whole numbers	0.76	3rd-grade objective
Add, subtract, multiply, divide whole numbers	7th-grade objective	0.53
Add, subtract, multiply, divide decimal numbers	0.94	3rd-grade objective
Add, subtract, multiply, divide fractions	7th-grade objective	0.83
Add, subtract, multiply, divide Integers	7th-grade objective	0.71
Advanced Skills		
Solve problems involving percents	7th-grade objective	0.97
Solve problems involving standard order of operations	7th-grade objective	0.72
Numeration concepts, application in problem solving	0.81	0.55
Number theory concepts, application in problem solving	0.92	0.49
Graphs, probability, statistics: problem solving	0.82	0.63
Algebra skills, application in problem solving	0.79	0.42
Measurement concepts, application in problem solving	0.91	0.59
Geometry concepts, application in problem solving	0.87	0.33

Students' Grades

In addition to assessing students' performance through the use of standardized tests, students' school performance was also examined by obtaining information on students' grades in reading/language arts/ English and math.

Reading/Language Arts/English. Not surprisingly, there are rather striking differences in the grades received by Chapter 1 participants and nonparticipants in reading/language arts[4] and English (exhibits 2.34 and 2.35). Focusing on top grades (described variously as at least half A's, 85 percent or higher, and "exceptional"), nonparticipants in the first- and third-grade cohorts are two to three times more likely than Chapter 1 students to be rated at this highest level. Smaller differences, but in the same direction, are noted for students in the seventh-grade cohort. These results are consistent with those presented in Part 1 for high-poverty schools, and with the data on achievement test results previously presented.

Exhibit 2.34: Percentage of Students Earning the Highest Grades in Reading and Math by Participation in Compensatory Education and Grade Cohort



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[4] More than 40 percent of seventh-grade cohort students do not take reading/language arts. Consequently, English grades are the better indicator of school performance for these children.

Exhibit 2.35A: Reading Grades by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

		Participation in Compensatory Education		
Reading Grades	TOTAL	Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Mostly A's (90-100)	10.7%	8.9%	*	11.5%
About half A's and half B's (85-89)	4.4%	5.1%	*	4.4%
Mostly B's (80-84)	6.3%	9.8%	8.0%	5.4%
About half B's and half C's (75-79)	1.9%	4.0%	*	1.4%
Mostly C's (70-74)	5.1%	10.0%	9.5%	3.7%
About half C's and half D's (65-69)	0.5%	1.9%	*	0.2%
Mostly D's (60-64)	1.4%	3.7%	*	0.8%
Mostly below D (Below 60)	1.1%	4.1%	*	0.4%
Exceptional	19.2%	5.5%	14.9%	22.9%
Satisfactory	39.1%	33.5%	46.9%	40.2%
Unsatisfactory	6.1%	10.1%	*	4.8%
Other	4.1%	1.8%	0.0%	1.4%
Did not take reading	2.6%	1.5%	*	3.0%
Missing data	15.2	7.5	10.0	6.2
3rd Grade Cohort				
Mostly A's (90-100)	24.0%	7.4%	12.4%	29.0%
About half A's and half B's (85-89)	9.5%	8.1%	5.3%	10.1%
Mostly B's (80-84)	23.8%	26.2%	25.4%	22.8%
About half B's and half C's (75-79)	6.1%	9.7%	7.5%	4.9%
Mostly C's (70-74)	12.1%	23.5%	18.9%	8.8%
About half C's and half D's (65-69)	1.6%	2.7%	*	1.3%
Mostly D's (60-64)	2.6%	7.3%	*	1.5%
Mostly below D (Below 60)	1.1%	3.4%	*	0.6%
Exceptional	5.5%	0.5%	*	6.9%
Satisfactory	8.0%	7.0%	14.9%	8.0%
Unsatisfactory	1.8%	2.0%	5.4%	1.5%
Other	9.0%	*	*	0.9%
Did not take reading	3.0%	1.6%	0.0%	3.6%
Missing data	12.5	7.3	3.5	4.0
7th Grade Cohort				
Mostly A's (90-100)	10.5%	4.5%	5.7%	11.4%
About half A's and half B's (85-89)	5.2%	6.1%	8.2%	5.0%
Mostly B's (80-84)	10.6%	14.6%	22.8%	9.5%
About half B's and half C's (75-79)	5.1%	6.2%	15.0%	4.3%
Mostly C's (70-74)	8.5%	12.2%	15.4%	7.8%
About half C's and half D's (65-69)	2.3%	3.7%	*	2.1%
Mostly D's (60-64)	3.6%	3.9%	*	3.4%
Mostly below D (Below 60)	2.4%	5.7%	*	1.9%
Exceptional	0.5%	*	*	*
Satisfactory	1.3%	*	*	0.8%
Unsatisfactory	*	*	0.0%	*
Other	7.3%	6.2%	*	6.3%
Did not take reading	42.5%	30.2%	10.1%	46.8%
Missing data	32.6	20.8	6.5	26.8
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Abstract

Exhibit 2.35B: Language Arts/English Grades by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Language Arts/English Grades	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Mostly A's (90-100)	9.7%	7.9%	*	10.4%
About half A's and half B's (85-89)	3.8%	4.0%	*	3.8%
Mostly B's (80-84)	6.2%	8.9%	*	5.6%
About half B's and half C's (75-79)	2.0%	4.3%	*	1.4%
Mostly C's (70-74)	5.1%	9.7%	8.2%	3.8%
About half C's and half D's (65-69)	0.7%	2.1%	*	0.4%
Mostly D's (60-64)	1.2%	3.1%	*	0.7%
Mostly below D (Below 60)	0.9%	2.9%	*	0.3%
Exceptional	16.2%	6.1%	10.8%	19.0%
Satisfactory	40.6%	36.3%	55.2%	41.2%
Unsatisfactory	4.7%	8.4%	*	3.3%
Other	2.0%	3.1%	0.0%	1.8%
Did not take English	6.9%	2.9%	*	8.2%
Missing data	17.3	8.4	16.9	8.7
3rd Grade Cohort				
Mostly A's (90-100)	27.0%	8.5%	13.3%	32.6%
About half A's and half B's (85-89)	11.3%	9.4%	8.0%	11.9%
Mostly B's (80-84)	22.9%	26.1%	19.3%	21.7%
About half B's and half C's (75-79)	6.9%	10.3%	8.6%	6.0%
Mostly C's (70-74)	11.3%	22.3%	17.7%	8.3%
About half C's and half D's (65-69)	1.8%	3.9%	*	1.5%
Mostly D's (60-64)	2.5%	7.2%	*	1.4%
Mostly below D (Below 60)	1.0%	2.7%	*	0.5%
Exceptional	4.1%	*	*	5.2%
Satisfactory	8.8%	7.2%	18.0%	8.8%
Unsatisfactory	1.2%	1.2%	*	1.1%
Other	1.0%	*	*	1.1%
Did not take English	*	*	0.0%	0.0%
Missing data	12.8	8.3	3.2	4.2
7th Grade Cohort				
Mostly A's (90-100)	21.9%	5.1%	6.2%	24.3%
About half A's and half B's (85-89)	10.2%	6.0%	5.7%	10.8%
Mostly B's (80-84)	21.7%	20.7%	15.3%	22.2%
About half B's and half C's (75-79)	8.1%	11.1%	11.4%	7.6%
Mostly C's (70-74)	17.4%	18.5%	24.7%	16.7%
About half C's and half D's (65-69)	4.3%	7.0%	6.9%	3.9%
Mostly D's (60-64)	6.6%	11.7%	11.6%	5.8%
Mostly below D (Below 60)	5.8%	12.9%	7.0%	5.2%
Exceptional	0.4%	*	0.0%	*
Satisfactory	1.0%	*	*	0.8%
Unsatisfactory	0.4%	*	*	*
Other	*	*	0.0%	*
Did not take English	1.8%	0.0%	9.3%	1.6%
Missing data	11.8	2.4	2.4	3.0
Total Weighted N				
1st Grade Cohort	3,555,519	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,494	508,279	133,463	2,096,623
7th Grade Cohort	2,945,024	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Abstract

Math. As with reading/language arts/English, Chapter 1 participants are less likely to receive top grades (i.e., at least half A's, 85 percent or higher, and "exceptional") in math than are nonparticipants (exhibits 2.36 and 2.37). These differences are smaller in the first-grade cohort and greater for students in the seventh-grade cohort.

Exhibit 2.36: Percentage of Students Earning the Highest Grades in Math by Participation in Compensatory Education and Grade Cohort

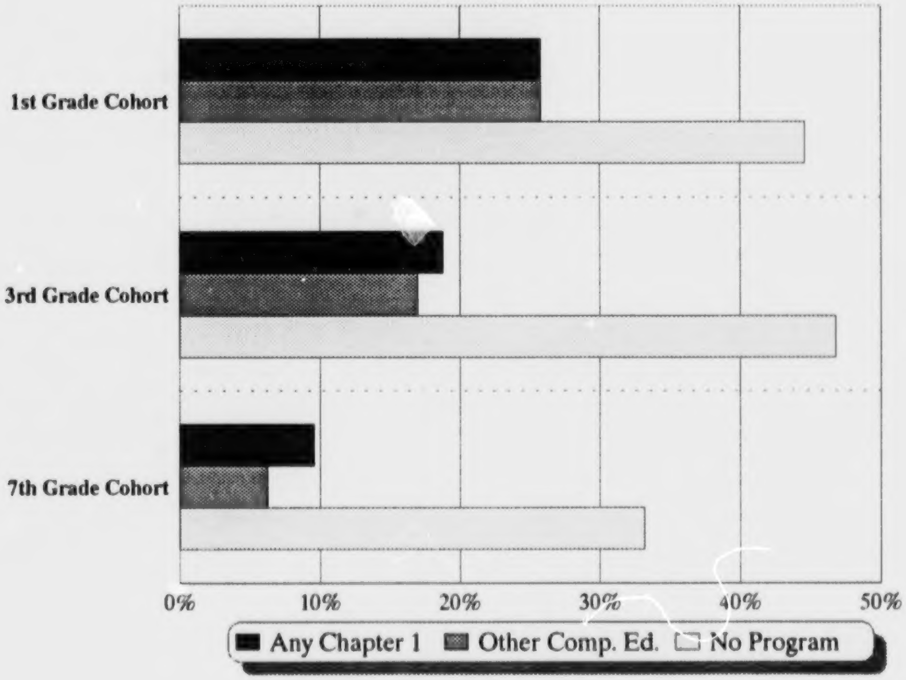


Exhibit 2.37: Mathematics Grades by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Mathematics Grades	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Mostly A's (90-100)	15.5%	13.1%	7.6%	16.5%
About half A's and half B's (85-89)	4.0%	5.9%	•	3.6%
Mostly B's (80-84)	6.7%	11.1%	6.8%	5.6%
About half B's and half C's (75-79)	1.5%	3.7%	•	1.0%
Mostly C's (70-74)	4.2%	8.2%	5.6%	3.1%
About half C's and half D's (65-69)	0.5%	1.7%	•	0.2%
Mostly D's (60-64)	1.0%	2.4%	•	0.6%
Mostly below D (Below 60)	0.8%	2.5%	•	0.4%
Exceptional	20.7%	6.8%	18.2%	24.5%
Satisfactory	39.7%	36.4%	46.8%	40.2%
Unsatisfactory	4.1%	6.4%	•	3.3%
Other	1.1%	1.7%	0.0%	1.0%
Did not take mathematics	•	•	•	•
Missing data	14.9	6.7	10.0	6.1
3rd Grade Cohort				
Mostly A's (90-100)	24.4%	8.3%	10.7%	29.2%
About half A's and half B's (85-89)	9.9%	9.7%	6.3%	9.9%
Mostly B's (80-84)	23.3%	25.1%	23.7%	22.7%
About half B's and half C's (75-79)	6.9%	11.3%	7.0%	5.8%
Mostly C's (70-74)	11.5%	19.1%	21.9%	8.9%
About half C's and half D's (65-69)	2.3%	4.9%	•	1.6%
Mostly D's (60-64)	3.0%	8.7%	•	1.7%
Mostly below D (Below 60)	1.5%	3.7%	•	1.1%
Exceptional	6.4%	0.8%	•	7.7%
Satisfactory	9.0%	6.5%	12.8%	9.6%
Unsatisfactory	1.1%	1.4%	•	1.0%
Other	0.8%	•	•	0.8%
Did not take mathematics	•	•	0.0%	0.0%
Missing data	12.5	7.2	3.2	4.0
7th Grade Cohort				
Mostly A's (90-100)	21.0%	4.4%	6.3%	23.2%
About half A's and half B's (85-89)	9.3%	5.2%	•	10.0%
Mostly B's (80-84)	21.5%	17.4%	18.7%	21.8%
About half B's and half C's (75-79)	10.0%	12.0%	20.9%	9.2%
Mostly C's (70-74)	17.5%	26.6%	22.0%	16.6%
About half C's and half D's (65-69)	4.6%	5.9%	•	4.4%
Mostly D's (60-64)	8.3%	11.9%	9.0%	8.0%
Mostly below D (Below 60)	5.6%	9.4%	13.0%	4.8%
Exceptional	•	•	•	•
Satisfactory	1.0%	•	•	0.9%
Unsatisfactory	0.5%	•	•	•
Other	•	•	•	•
Did not take mathematics	•	•	•	•
Missing data	11.8	2.3	2.4	2.9
Total Weighted N				
1st Grade Cohort	3,555,519	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,494	508,279	133,463	2,096,623
7th Grade Cohort	2,945,024	178,986	132,858	2,284,581

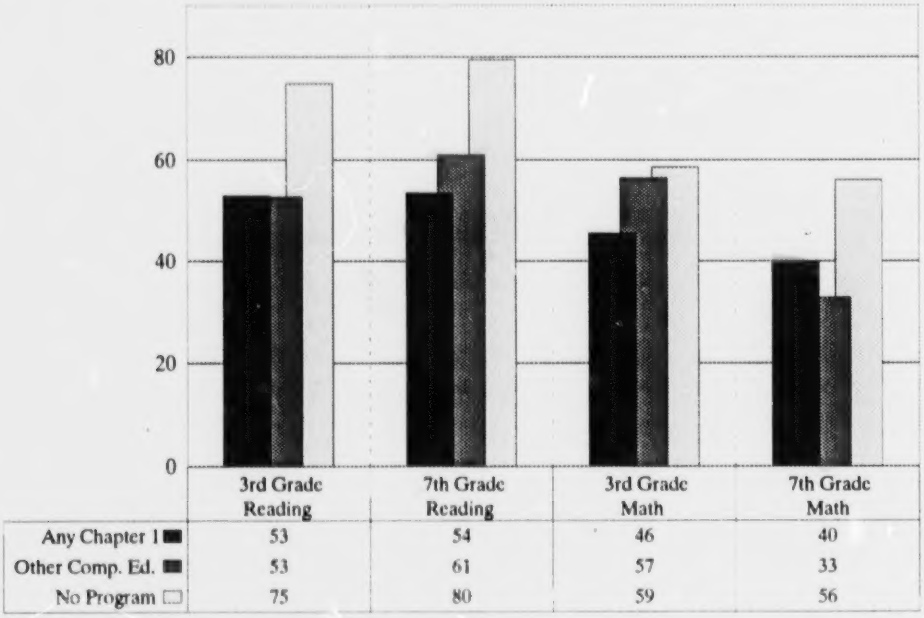
Notes: Total Weighted N includes cases with unknown School Poverty status.
• = fewer than 20 sample cases in cell.

Source: Prospects, Student Abstract

Students' Academic Self-Assessment

Students in the third- and seventh-grade cohorts were also asked to characterize their own competence in reading and math (exhibit 2.38). For reading, students were asked whether they had "a lot of trouble" with reading, found reading "hard but do OK," or considered themselves a "very good reader." With respect to math, students were asked the same questions except that students in the seventh-grade cohort were asked to indicate whether they had "an easy time" with math instead of whether they considered themselves to be "very good at math" which was asked of students in the third-grade cohort. Students in the seventh-grade cohort were also asked whether they were taking math at all this year.

Exhibit 2.38: Percentage of Students Who Believe They Are "Very Good" at Reading and Math by Participation in Compensatory Education and Grade Cohort



	3rd Grade Reading	7th Grade Reading	3rd Grade Math	7th Grade Math
Any Chapter 1 ■	53	54	46	40
Other Comp. Ed. ▨	53	61	57	33
No Program □	75	80	59	56

In general, students' self-assessments of achievement in reading and math are more positive than indicated by the previously discussed tests and grades, with relatively few children reporting that they were having a great deal of trouble with either subject. Only 2 percent of students in both grade cohorts thought they were having "a lot of trouble" with math, and only 6 to 9 percent of students believed they were having "a lot of trouble" with reading. These self-assessments are at variance with the other indicators of student achievement and may reflect a variety of factors: Students may be hesitant to indicate their actual ability, may have a different interpretation of what it means to be having "a lot of trouble," or may simply feel more positive about their abilities than is indicated by the other achievement measures.

Despite the tendency toward more positive self-assessments, there are differences between Chapter 1 participants and nonparticipants (exhibit 2.39). Chapter 1 participants are generally two to three times more likely to report having difficulty with reading and math. Students who receive only non-Chapter 1 services are also more likely to report having trouble with these two subjects, but the differences between them and nonparticipants are smaller.

Exhibit 2.39: Students' Academic Self-Assessment by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

		Participation in Compensatory Education		
Student's Academic Self-Assessment	TOTAL	Any Chapter 1	Other Comp. Ed.	No Program
Reading Competence				
3rd Grade Cohort				
Have a lot of trouble	2.0%	3.8%	2.7%	1.4%
Find it hard, but do okay	28.2%	43.2%	44.7%	23.7%
Am a very good reader	69.8%	53.0%	52.7%	74.9%
Missing data	15.1	10.5	16.8	8.3
7th Grade Cohort				
Have a lot of trouble	2.2%	6.1%	4.1%	1.8%
Find it hard, but do okay	20.8%	40.4%	35.0%	18.7%
Am a very good reader	77.0%	53.5%	60.9%	79.5%
Missing data	23.0	16.4	17.2	15.5
Math Competence				
3rd Grade Cohort				
Have a lot of trouble	6.3%	12.3%	6.6%	4.8%
Find it hard, but do okay	37.6%	42.2%	36.9%	36.6%
Am very good at math	56.1%	45.5%	56.5%*	58.6%
Missing data	15.0	10.4	15.6	8.1
7th Grade Cohort				
Have a lot of trouble	8.8%	16.5%	14.1%	7.9%
Find it hard, but do okay	37.0%	43.3%	53.0%	35.8%
Have an easy time	54.0%	39.9%	32.8%	56.1%
Not taking math	•	•	•	•
Missing data	23.3	16.6	17.7	15.8
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

• = fewer than 20 sample cases in cell.

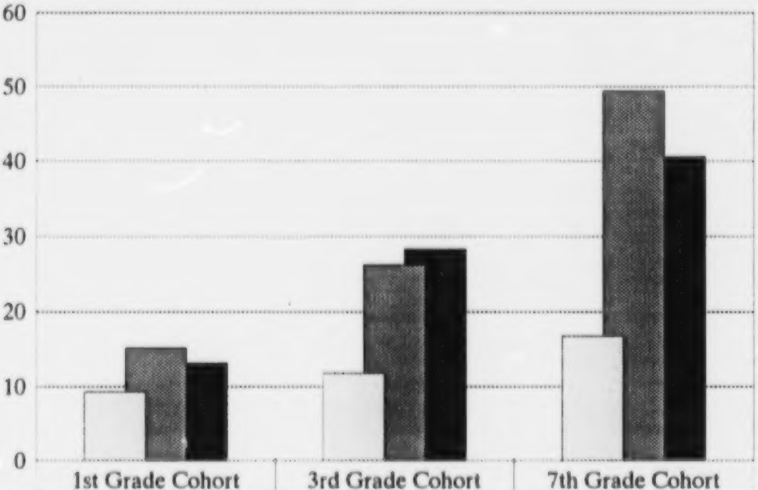
Source: Prospects, Student Questionnaire

Grade Retention

The decision to retain a student in a grade, while appropriate in some situations, can have a serious negative effect on student self-esteem and attachment to school. To examine this issue, parents were asked whether their child had *ever* been retained in grade. As shown in exhibits 2.40 and 2.41, the incidence of retention increases as children move through school with increasing opportunities for such administrative placements. About 10 percent of the children in the first-grade cohort had been retained in first grade, but by the eighth grade (the current grade of the students in seventh-grade cohort), about one-fifth of the students were reported to have been retained at least once in their school careers.

There are small differences in parent-reported grade retention between Chapter 1 participants and nonparticipants for students in the first-grade cohort but relatively large differences for students in the third- and seventh-grade cohorts. According to parents, Chapter 1 participants in the third- and seventh-grade cohorts are more than twice as likely as nonparticipants to have been retained at least once. In the third-grade cohort 28 percent of Chapter 1 participants have been retained at least once by the time they reached the fourth grade. In the seventh-grade cohort, 41 percent of Chapter 1 participants have been retained at least once by the time they reach the eighth grade.

Exhibit 2.40: Percentage of Students whose Parents Reported They Had Ever Been Retained in Grade by Participation in Compensatory Education and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
No Program ☐	9	12	17
Other Comp Ed. ▨	15	26	49
Any Chapter 1 ■	13	28	41

Exhibit 2.41: Parent-Reported Grade Retention by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Ever Repeat a Grade?	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Yes	10.1%	13.1%	15.1%	9.3%
No	89.9%	86.9%	84.9%	90.7%
Missing data	18.2	21.4	11.1	10.0
3rd Grade Cohort				
Yes	15.2%	28.3%	26.2%	11.8%
No	84.8%	71.7%	73.8%	88.2%
Missing data	22.8	28.6	23.4	14.4
7th Grade Cohort				
Yes	19.8%	40.6%	49.4%	16.8%
No	80.2%	59.4%	50.6%	83.2%
Missing data	25.1	23.5	26.5	17.6
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

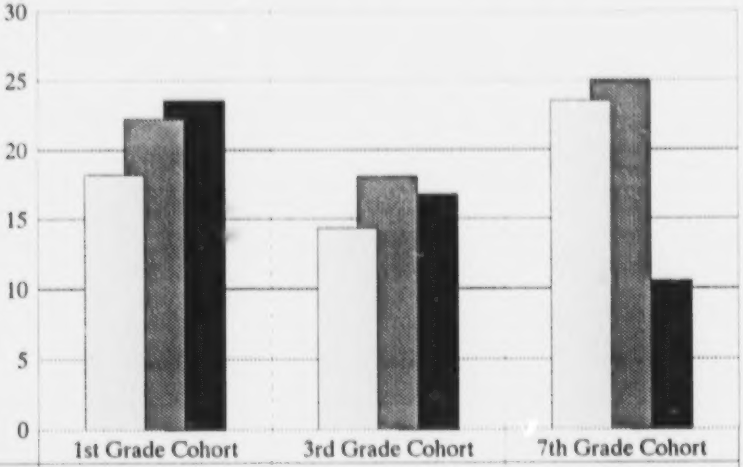
Source: Prospects, Parent Questionnaire

School Attendance

Excessive absences from school can affect students' learning by decreasing the time of exposure to the educational curriculum. To examine this aspect of school performance, information on students' attendance was obtained for the year from school records. Focusing on excessive levels of absenteeism, these data indicate that, across the three grade cohorts, 16 to 24 percent of students are absent for more than 10 days during the year and 3 to 7 percent are absent for more than 20 days.

For the first- and third-grade cohorts, Chapter 1 participants are 20 to 30 percent more likely than nonparticipants to have missed more than 10 days of school (exhibits 2.42 and 2.43). Conversely, among students in the seventh-grade cohort, nonparticipants have a much higher rate of absenteeism (24 percent) than Chapter 1 participants do (11 percent). This finding correlates with the previously presented data which showed that older Chapter 1 participants are more likely to receive awards for good attendance.

Exhibit 2.42: Percentage of Students Absent more than 10 Days during the Current School Year by Participation in Compensatory Education and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
No Program ☐	18	14	24
Other Comp. Ed. ▨	22	18	25
Any Chapter 1 ■	24	17	11

Exhibit 2.43: Absenteeism by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Number of Days of School Missed This Year	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
None	9.6%	8.9%	8.5%	9.9%
1 to 2 days	19.0%	19.4%	21.7%	19.1%
3 to 4 days	18.0%	16.0%	12.9%	18.8%
5 to 10 days	33.4%	32.1%	31.2%	34.0%
11 to 20 days	16.1%	17.7%	22.2%	15.3%
Over 20 days	3.9%	5.8%	*	2.9%
Missing data	9.7	3.6	2.4	2.2
3rd Grade Cohort				
None	14.0%	10.7%	8.5%	15.3%
1 to 2 days	21.1%	23.5%	16.3%	21.2%
3 to 4 days	18.9%	17.1%	16.4%	19.8%
5 to 10 days	30.3%	31.9%	35.2%	29.5%
11 to 20 days	12.9%	13.0%	18.0%	11.9%
Over 20 days	2.8%	3.7%	*	2.4%
Missing data	9.5	3.7	2.7	2.4
7th Grade Cohort				
None	9.7%	7.5%	6.8%	10.1%
1 to 2 days	19.5%	15.7%	19.4%	20.0%
3 to 4 days	16.2%	15.8%	14.2%	16.4%
5 to 10 days	30.6%	30.0%	34.7%	30.0%
11 to 20 days	17.1%	2.3%	16.5%	16.7%
Over 20 days	7.1%	8.2%	8.4%	6.8%
Missing data	10.6	0.3	1.3	1.7
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

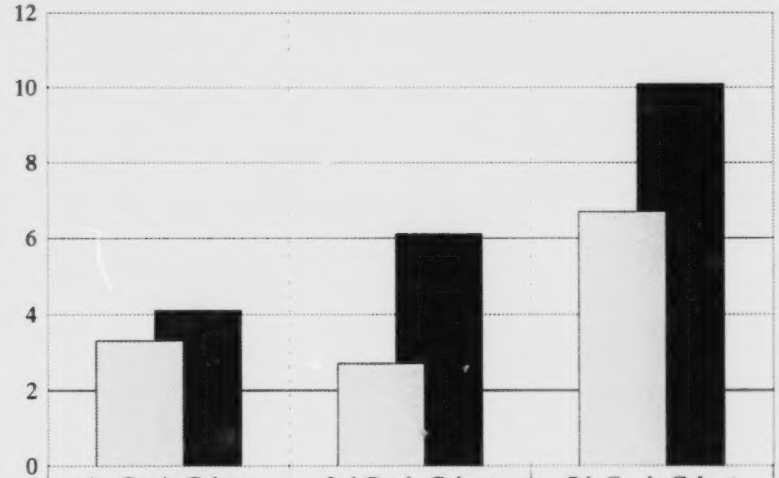
Source: Prospects, Student Abstract

Tardiness

As with absenteeism, excessive tardiness can diminish students' opportunities for learning. To examine this issue, information on the number of times each student was late for school over the course of the year was also obtained from school records. About 3 percent of students in first- and third-grade cohorts were late for school more than 10 times during the school year. For students in the seventh-grade cohort the rate was 7 percent.

Across all three grades there are essentially no differences in tardiness between Chapter 1 participants and nonparticipants (exhibits 2.44 and 2.45). From 4 to 10 percent of Chapter 1 participants were late for school more than 10 days, compared with 3 to 7 percent of nonparticipants.

Exhibit 2.44: Percentage of Students Tardy more than 10 Days during the Current School Year by Participation in Compensatory Education and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
No Program □	3	3	7
Any Chapter 1 ■	4	6	10

Exhibit 2.45: Tardiness by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Number of Days Late This Year	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
None	60.3%	62.4%	62.9%	60.5%
1 to 2 days	22.7%	21.5%	17.8%	22.9%
3 to 4 days	6.6%	5.9%	5.7%	6.7%
5 to 10 days	6.7%	6.1%	8.7%	6.6%
11 to 20 days	2.8%	2.6%	*	2.6%
Over 20 days	0.9%	1.5%	*	0.7%
Missing data	21.7	20.1	12.7	14.6
3rd Grade Cohort				
None	65.8%	62.8%	66.8%	67.2%
1 to 2 days	19.6%	18.6%	19.3%	19.3%
3 to 4 days	5.7%	6.3%	6.0%	5.5%
5 to 10 days	5.7%	6.3%	*	5.5%
11 to 20 days	2.5%	5.3%	*	1.8%
Over 20 days	0.8%	0.8%	*	0.9%
Missing data	25.1	16.6	23.0	20.6
7th Grade Cohort				
None	51.6%	40.9%	40.7%	52.6%
1 to 2 days	23.7%	27.0%	31.3%	23.2%
3 to 4 days	8.2%	9.8%	11.2%	8.0%
5 to 10 days	9.5%	12.1%	7.6%	9.5%
11 to 20 days	4.3%	7.1%	*	4.1%
Over 20 days	2.7%	3.0%	*	2.6%
Missing data	28.9	20.2	44.6	19.9
Total Weighted N				
1st Grade Cohort	3,3[illegible]5,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Abstract

Suspensions

Suspensions are typically a last-resort mechanism to cope with students' behavioral problems. Hence, students who have been suspended are likely to have been engaging in some form of disruptive behavior for an extended period of time. Although a high rate of suspensions may denote a strict disciplinary environment within a school, it is also likely to represent a setting in which discipline problems frequently and regularly interfere with effective instruction for entire classrooms or student bodies.

Information on the number of times each student was suspended during the year was obtained from school records. Information on the reason for the suspension was, however, not collected as part of the record abstraction process.

Not surprisingly, the use of suspensions is quite rare for students in the first-grade cohort; less than 1 percent of the students were suspended during the school year. The use of suspension clearly increases by grade level, with nearly 9 percent of children in the seventh-grade cohort (currently in the eighth grade) having been suspended from school for some reason at least once during the year (exhibits 2.46 and 2.47).

There are also substantial differences between Chapter 1 participants and nonparticipants in the incidence of suspensions. For example, slightly more than 4 percent of the third-grade Chapter 1 participants had been suspended at least once, compared with less than 1 percent of the nonparticipants. Similarly, 15 percent of the Chapter 1 participants in the seventh-grade cohort were suspended, compared with 8 percent of the nonparticipants.

Exhibit 2.46: Percentage of 7th Grade Cohort Students Who Were Suspended from School during the Current School Year by Participation in Compensatory Education

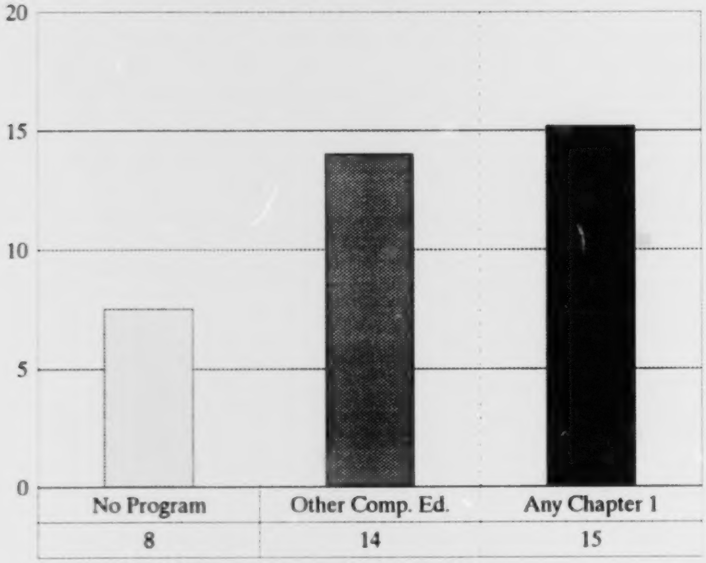


Exhibit 2.47: Student Suspensions by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Was Student Suspended This School Year?	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Yes	0.3%	0.6%	0.0%	*
No	99.7%	99.4%	100.0%	99.8%
Missing data	14.1	8.4	1.0	7.3
3rd Grade Cohort				
Yes	1.4%	4.4%	*	0.6%
No	98.6%	95.6%	96.0%	99.4%
Missing data	13.1	9.9	0.6	6.1
7th Grade Cohort				
Yes	8.6%	15.2%	14.0%	7.5%
No	91.4%	84.8%	86.0%	92.5%
Missing data	18.7	6.5	15.4	9.4
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Abstract

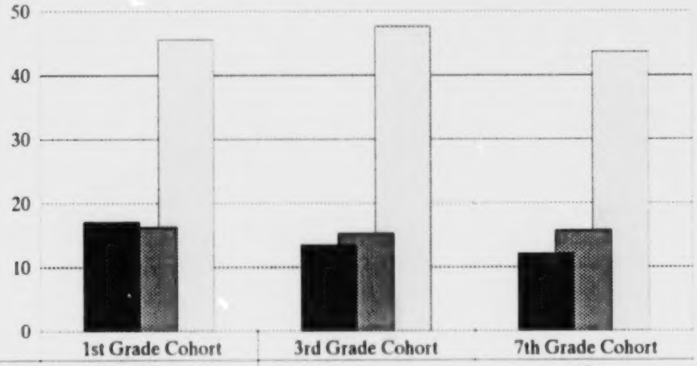
Teachers' Judgments—Ability and Achievement of Students

Teachers were asked to provide their judgment about students' "overall ability to perform in school," and their "overall achievement in school." Teachers were also asked to judge each student's specific competence in reading and math (exhibits 2.48 and 2.49). With respect to the two global measures, teachers were three to four times more likely to give nonparticipants the highest ratings on overall ability and achievement, compared with Chapter 1 participants. Across all three grade cohorts, between 12 to 18 percent of Chapter 1 participants were judged by their teachers as having "high" overall ability or achievement, compared with from 35 to 48 percent of nonparticipants.

Teacher judgments of students' competence in reading and math indicate that roughly one-fourth to one-third of the students in all three grade cohorts are above grade level in reading or math. There are, however, large differences between Chapter 1 participants and nonparticipants. About 8 to 9 percent of Chapter 1 students in the first- and third-grade cohorts were judged to be performing above grade level in reading or math. In contrast, 31 percent of non-participating students in the first-grade cohort were judged above grade in reading, and 23 percent were judged above grade level in math. For the third-grade cohort, the comparable figures for reading and math are 39 percent and 30 percent.

The differences in teacher judgments are somewhat greater for seventh-grade cohort students. About 4 percent of the Chapter 1 participants are judged to be above grade level in reading or math, compared with about 26 percent of the nonparticipants. The increased difference for the older students may reflect larger learning gaps, as well as the much reduced level of Chapter 1 participation in the eighth grade. Students who are still receiving Chapter 1 services in the eighth grade may have much greater educational deficiencies than students in the primary grades.

Exhibit 2.48: Percentage of Students Judged by Their Teachers as Having High Overall Ability To Perform in School by Participation in Compensatory Education and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
Any Chapter 1 ■	17	14	12
Other Comp. Ed. ▨	16	15	16
No Program ☐	46	48	44

Exhibit 2.49: Teacher's Judgment of Students' Academic Ability and Achievement by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Teachers' Judgment of Students' Academic Ability and Achievement	TOTAL	**Participation in Compensatory Education**		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
High overall ability to perform in school	38.8%	17.1%	16.3%	45.5%
Above average overall achievement in school	33.8%	14.2%	15.1%	40.2%
Missing data	16.4	8.9	1.4	10.9
Student is reading...				
Above grade	25.4%	8.6%	11.4%	31.1%
At grade	50.1%	47.0%	39.8%	52.0%
Below grade	24.1%	43.8%	46.7%	16.8%
Missing data	16.8	9.1	1.4	11.4
Student's math achievement is...				
Above grade	19.4%	7.8%	10.8%	22.8%
At grade	66.4%	64.3%	58.6%	67.6%
Below grade	13.4%	26.6%	30.7%	8.7%
Missing data	16.9	9.6	1.4	11.4
3rd Grade Cohort				
High overall ability to perform in school	39.6%	13.5%	15.3%	47.6%
Above average overall achievement in school	34.7%	9.1%	12.4%	42.6%
Missing data	17.7	10.8	17.4	10.8
Student is reading...				
Above grade	32.1%	8.2%	11.4%	38.9%
At grade	41.4%	34.8%	29.5%	43.8%
Below grade	22.6%	52.7%	52.9%	13.7%
Missing data	17.9	15.2	17.3	11.1
Student's math achievement is...				
Above grade	24.8%	7.6%	8.3%	29.7%
At grade	51.7%	48.3%	44.1%	53.5%
Below grade	19.3%	39.9%	40.8%	12.7%
Missing data	18.0	15.7	17.9	11.1
7th Grade Cohort				
High overall ability to perform in school	39.6%	12.1%	15.8%	43.7%
Above average overall achievement in school	31.5%	8.6%	7.9%	34.8%
Missing data	24.0	18.0	17.0	18.0
Student is reading...				
Above grade	23.4%	3.5%	3.8%	26.2%
At grade	21.9%	20.3%	11.0%	22.9%
Below grade	20.5%	46.4%	60.7%	16.0%
Missing data	24.0	18.1	15.6	17.8
Student's math achievement is...				
Above grade	22.0%	4.3%	4.5%	25.1%
At grade	27.3%	21.8%	10.6%	29.4%
Below grade	19.7%	38.4%	46.9%	17.0%
Missing data	24.5	15.9	18.2	18.6
Total Weighted N				
1st Grade Cohort	3,555,519	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,494	508,279	133,463	2,096,623
7th Grade Cohort	2,945,024	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Profile

Teachers' Judgments—Students' Behavioral Characteristics in School

Teachers were asked to provide their judgment about a range of students' behavioral characteristics in school, including the extent to which the student works hard at school, the student's willingness to follow class rules, the extent to which the student cares about doing well in school and seems to enjoy school, the student's ability to understand and follow directions, and the extent to which the student is often late for class or is disruptive in class.

These data, shown in exhibits 2.50 and 2.51, demonstrate that teachers are generally less likely to report favorably about Chapter 1 students than about nonparticipants. Chapter 1 students, according to their teachers, work less hard in school and are generally less able to follow rules and directions. These data should, however, be used with caution because, as discussed in Part 1, the data, by definition, reflect the judgments of individuals.

Few noteworthy differences are observed on these items between Chapter 1 participants and students receiving only non-Chapter 1 compensatory assistance.

Exhibit 2.50: Percentage of Students Given High Ratings by Their Teachers on Specified School Behaviors by Participation in Compensatory Education and Grade Cohort

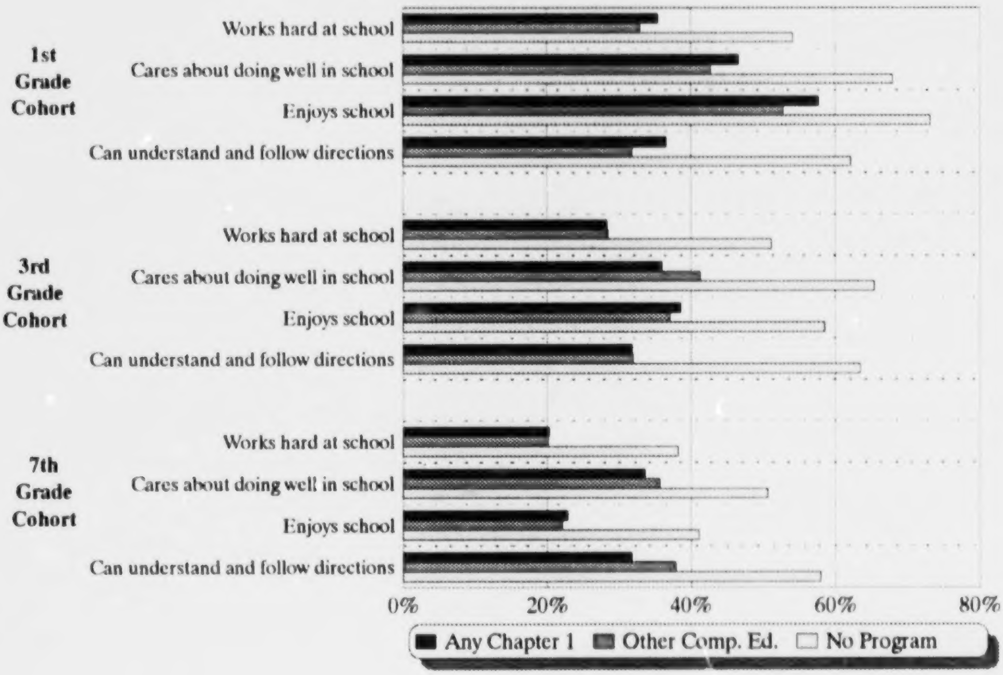


Exhibit 2.51: Teachers' Judgment of Students' School Behavior by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Teachers' Judgment of Extent to Which		Participation in Compensatory Education		
"Very Much" Describes the Student	TOTAL	Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Works hard at school	49.7%	35.5%	33.0%	54.2%
Missing data	16.7	9.7	3.2	11.0
Is willing to follow rules	58.6%	47.2%	48.2%	62.1%
Missing data	16.7	9.7	3.2	11.0
Cares about doing well in school	62.7%	46.7%	42.8%	68.0%
Missing data	17.3	10.0	4.8	11.5
Enjoys school	69.3%	57.7%	52.8%	73.2%
Missing data	18.4	10.7	3.5	12.8
Can understand and follow directions	55.9%	36.6%	31.9%	62.2%
Missing data	17.2	10.2	4.2	11.4
Is late for school	5.8%	6.4%	7.4%	5.4%
Missing data	17.4	10.0	3.9	11.7
Disrupts the class	15.2%	18.7%	22.3%	14.0%
Missing data	23.1	14.9	11.5	18.5
3rd Grade Cohort				
Works hard at school	45.8%	28.4%	28.5%	51.2%
Missing data	18.2	15.9	17.5	11.2
Is willing to follow rules	61.5%	48.9%	55.1%	65.1%
Missing data	18.0	15.4	17.1	11.0
Cares about doing well in school	58.7%	36.0%	41.3%	65.4%
Missing data	18.3	16.4	17.9	11.3
Enjoys school	53.7%	38.6%	37.1%	58.6%
Missing data	21.3	19.9	19.9	14.5
Can understand and follow directions	55.9%	31.9%	32.0%	63.5%
Missing data	17.8	15.4	16.9	10.7
Is late for school	4.4%	5.8%	5.3%	4.1%
Missing data	23.4	20.6	20.6	17.3
Disrupts the class	11.6%	18.8%	17.0%	9.3%
Missing data	27.3	22.9	27.5	22.1
7th Grade Cohort				
Works hard at school	36.0%	20.3%	20.2%	38.3%
Missing data	24.7	17.3	17.9	18.5
Is willing to follow rules	56.7%	47.4%	41.7%	58.4%
Missing data	23.9	16.5	16.2	18.0
Cares about doing well in school	48.6%	33.7%	35.7%	50.7%
Missing data	25.0	17.8	21.5	18.9
Enjoys school	38.3%	22.9%	22.1%	41.1%
Missing data	31.1	22.6	21.8	25.7
Can understand and follow directions	55.2%	31.8%	37.9%	58.0%
Missing data	24.1	16.5	15.5	18.1
Is late for school	7.7%	5.6%	3.1%	8.1%
Missing data	58.0	45.9	50.9	55.6
Disrupts the class	12.9%	13.0%	18.7%	12.6%
Missing data	30.8	22.3	17.1	26.2
Total Weighted N				
1st Grade Cohort	3,555,519	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,494	508,279	133,463	2,096,623
7th Grade Cohort	2,945,024	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Profile

Teachers' Judgments—Students' Classroom Performance

Teachers were also asked to provide their judgment about a range of other student characteristics that are more related to how the students perform in class. These judgments included whether the student can work independently on an assignment, can concentrate for a steady period of time, can write a well-developed paragraph or paper, and can work cooperatively with other students. Teachers were also asked to judge the students' creativity, motivation to learn, level of maturity, attentiveness, and class participation.

These data, shown in exhibits 2.52 and 2.53, again demonstrate that teachers are less likely to report favorably about Chapter 1 students than about nonparticipants. Regardless of grade cohort, Chapter 1 students, according to their teachers, are less creative, less able to work independently or with their classmates in a cooperative situation, are less mature and motivated, and less able to complete their work or to participate in class. As reported by their teachers, Chapter 1 students appear to be children who are having a generally difficult time in school. Again, the reader is cautioned about placing too much emphasis on these data, because they, by definition, reflect the judgments of individuals.

No large systematic differences are evident between Chapter 1 students and those receiving compensatory assistance only from other sources.

Exhibit 2.52: Percentage of Students Given High Ratings by Their Teachers on Specified Personal Qualities by Participation in Compensatory Education and Grade Cohort

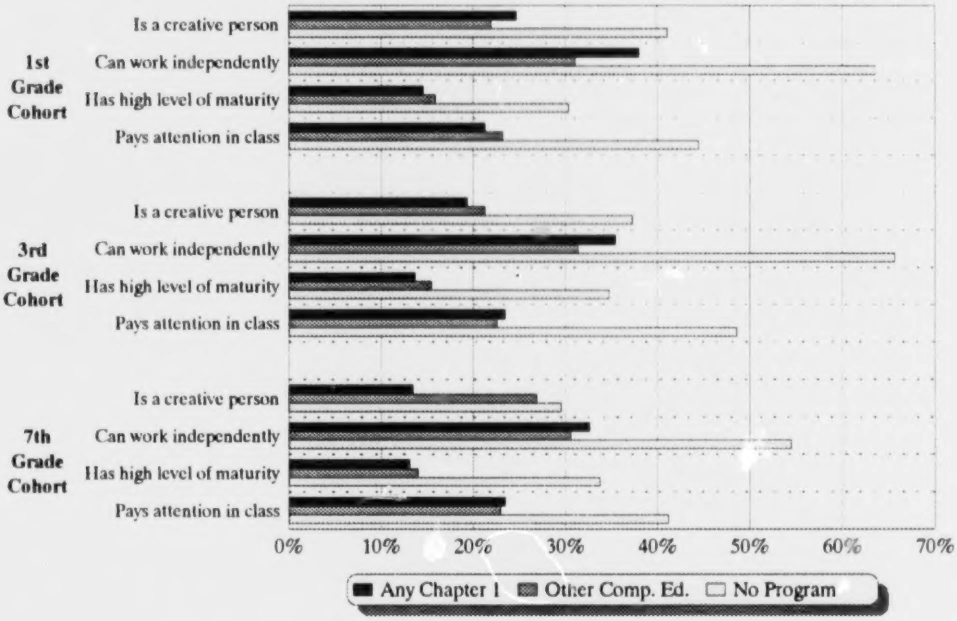


Exhibit 2.53: Teachers' Judgment of Classroom Performance by Participation in Compensatory Education: 12-Month Follow-up Study
(Weighted Column Percentages)

Teachers' Judgment of Extent to Which "Very Much" Describes the Student	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Is a creative person	37.5%	24.7%	22.0%	41.1%
Missing data	17.7	11.2	1.9	12.0
Can work independently on an assignment	57.1%	38.0%	31.1%	63.6%
Missing data	16.6	9.6	1.7	10.9
Can concentrate for at least 1/2 hour	48.6%	32.1%	27.3%	53.8%
Missing data	17.0	9.9	2.3	11.3
Can write a well-developed paragraph/paper	36.9%	17.5%	16.6%	43.1%
Missing data	28.4	26.3	13.6	22.8
Can work cooperatively with other students	61.4%	48.2%	41.1%	66.2%
Missing data	16.2	8.5	1.7	10.5
Teachers' Rating of the Student as "High" on the Following Characteristics...				
Maturity level	26.7%	14.6%	15.9%	30.4%
Missing data	15.4	8.6	2.0	10.9
Motivation to learn	46.7%	30.5%	26.6%	51.9%
Missing data	18.5	12.0	4.5	12.8
Completes homework assignments	56.4%	40.4%	41.6%	61.4%
Missing data	34.3	23.0	33.8	31.5
Completes seatwork	52.5%	34.8%	37.3%	58.0%
Missing data	16.8	8.8	1.4	11.6
Pays attention in class	39.1%	21.3%	23.2%	44.5%
Missing data	16.0	8.4	1.4	10.5
Asks questions in class	26.9%	18.0%	13.7%	30.4%
Missing data	17.4	10.2	4.4	11.9
Volunteers answers in class	44.2%	33.1%	22.8%	48.5%
Missing data	16.2	8.5	1.4	10.7
Asks for extra help	17.7%	24.9%	22.5%	15.7%
Missing data	18.1	10.2	1.6	13.0
Total Weighted N				
1st Grade Cohort	3,555,519	654,146	92,690	2,473,270

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Profile

Exhibit 2.53 (Continued): Teachers' Judgment of Classroom Performance by Participation in Compensatory Education: 12-Month Follow-up Study
(Weighted Column Percentages)

Teachers' Judgment of Extent to Which "Very Much" Describes the Student	TOTAL	**Participation in Compensatory Education**		
		Any Chapter 1	Other Comp. Ed.	No Program
3rd Grade Cohort				
Is a creative person	33.0%	19.4%	21.3%	37.3%
Missing data	20.3	18.1	21.1	13.5
Can work independently on an assignment	58.3%	35.5%	31.4%	65.7%
Missing data	17.6	15.1	16.9	10.7
Can concentrate for at least 1/2 hour	55.2%	32.6%	27.2%	62.7%
Missing data	17.9	15.9	17.7	10.8
Can write a well-developed paragraph/paper	41.9%	16.7%	18.5%	49.5%
Missing data	21.6	19.9	20.8	14.9
Can work cooperatively with other students	62.2%	50.3%	44.3%	66.6%
Missing data	17.8	16.0	16.7	10.8
Teachers' Rating of the Student as "High" on the Following Characteristics...				
Maturity level	30.2%	13.7%	15.5%	34.8%
Missing data	17.9	16.2	17.4	10.8
Motivation to learn	42.9%	20.6%	21.7%	49.3%
Missing data	19.4	18.1	18.2	11.9
Completes homework assignments	52.8%	33.7%	33.2%	59.1%
Missing data	20.7	19.3	19.3	13.9
Completes seatwork	55.8%	36.1%	31.0%	62.2%
Missing data	18.3	16.2	19.3	11.1
Pays attention in class	42.7%	23.5%	22.6%	48.6%
Missing data	17.7	15.2	17.2	10.8
Asks questions in class	24.9%	17.0%	11.5%	27.8%
Missing data	18.4	15.9	17.7	11.5
Volunteers answers in class	39.0%	23.9%	21.0%	43.9%
Missing data	17.9	16.4	17.7	10.7
Asks for extra help	16.2%	22.1%	16.1%	15.1%
Missing data	19.4	16.3	18.4	12.8
Total Weighted N				
3rd Grade Cohort	3,042,494	508,279	133,463	2,096,623

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Profile

Exhibit 2.53 (Continued): Teachers' Judgment of Classroom Performance by Participation in Compensatory Education: 12-Month Follow-up Study

(Weighted Column Percentages)

Teachers' Judgment of Extent to Which "Very Much" Describes the Student	TOTAL	**Participation in Compensatory Education**		
		Any Chapter 1	Other Comp. Ed.	No Program
7th Grade Cohort				
Is a creative person	28.3%	13.5%	26.9%	29.6%
Missing data	41.9	34.8	37.4	38.0
Can work independently on an assignment	51.8%	32.7%	30.6%	54.5%
Missing data	23.7	16.6	15.3	17.6
Can concentrate for at least 1/2 hour	51.1%	29.2%	37.8%	53.4%
Missing data	25.7	17.7	16.3	20.0
Can write a well-developed paragraph/paper	38.1%	10.2%	16.8%	41.9%
Missing data	48.8	44.3	42.0	45.4
Can work cooperatively with other students	57.1%	42.0%	52.5%	58.5%
Missing data	25.1	15.7	16.3	19.3
Teachers' Rating of the Student as "High" on the Following Characteristics...				
Maturity level	30.5%	13.1%	14.0%	33.8%
Missing data	24.8	18.8	15.4	19.0
Motivation to learn	34.5%	13.7%	15.0%	38.7%
Missing data	25.5	18.2	15.9	19.6
Completes homework assignments	45.1%	26.3%	22.4%	48.3%
Missing data	25.5	25.1	18.4	18.9
Completes seatwork	52.0%	36.7%	29.7%	56.4%
Missing data	24.9	15.9	15.5	19.0
Pays attention in class	38.8%	23.5%	23.0%	41.2%
Missing data	23.4	15.5	15.3	17.5
Asks questions in class	18.4%	15.9%	16.1%	20.2%
Missing data	23.7	16.2	15.3	17.8
Volunteers answers in class	29.4%	19.6%	21.9%	30.9%
Missing data	24.0	15.9	16.0	18.1
Asks for extra help	14.7%	13.5%	17.7%	14.9%
Missing data	22.9	16.0	15.6	19.2
Total Weighted N				
7th Grade Cohort	2,945,024	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Profile

Teachers' Judgments—Students' Affective Characteristics

Teachers were further asked to judge their students with respect to a variety of affective characteristics including, honesty, friendliness, happiness, self-esteem, ability to get along with teachers, and respect for authority. As in the previous discussions of teacher judgment, these data (shown in exhibits 2.54 and 2.55) must be used with caution, particularly because these items are very subjective and require greater judgment on the part of the teachers. This is particularly true of students in the seventh-grade cohort who may spend far less time with the teacher making the judgments than is the case for students in the first- and third-grade cohorts. The higher degree of missing data for students in the seventh-grade cohort reflects the increased likelihood for teachers to decline to judge a student on a particular item.

These caveats notwithstanding, these data again portray a negative picture of Chapter 1 students compared with nonparticipants. Teachers are generally less likely to report that Chapter 1 students, compared with nonparticipants, have high self-esteem, are generally happy at school, are honest, are able to make friends easily or get along with their teachers, and are respectful of authority. The observed differences are quite comparable across the three grade cohorts.

Chapter 1 participants and those receiving only compensatory aid from other sources were rated similarly by their teachers on these measures.

Exhibit 2.54: Percentage of Students Given High Ratings by Their Teachers on Specified Affective Characteristics by Participation in Compensatory Education and Grade Cohort

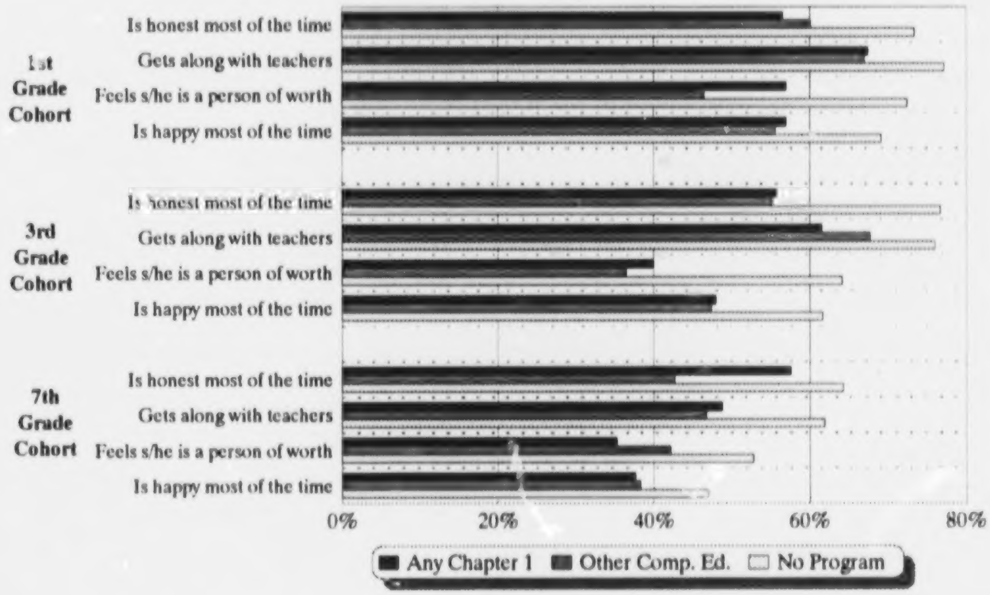


Exhibit 2.55: Teachers' Judgment of Students' Affective Behavior by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Teachers' Judgment of Extent to Which "Very Much" Describes the Student	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Is honest most of the time	69.5%	56.5%	60.1%	73.4%
Missing data	17.5	10.5	3.3	11.9
Makes friends easily	56.2%	44.2%	48.5%	59.9%
Missing data	17.9	10.7	5.1	12.3
Gets along with teachers	74.8%	67.5%	67.0%	77.2%
Missing data	17.6	10.4	3.7	12.0
Feels that he/she is a person of value, an equal to others	68.1%	57.0%	46.5%	72.5%
Missing data	20.4	12.9	9.8	15.1
Has respect for authority	71.2%	62.4%	58.5%	73.9%
Missing data	16.9	9.9	1.7	11.3
Is happy most of the time	66.5%	57.0%	55.6%	69.2%
Missing data	17.6	10.6	1.8	12.1
3rd Grade Cohort				
Is honest most of the time	71.7%	55.8%	55.2%	76.7%
Missing data	18.5	17.0	17.3	11.6
Makes friends easily	53.2%	45.2%	40.0%	56.1%
Missing data	18.6	17.9	18.1	13.7
Gets along with teachers	72.5%	61.6%	67.7%	76.0%
Missing data	18.6	16.4	18.4	11.7
Feels that he/she is a person of value, an equal to others	58.4%	40.0%	36.5%	64.2%
Missing data	21.6	19.9	21.9	14.8
Has respect for authority	71.6%	59.9%	65.1%	75.1%
Missing data	18.2	16.1	17.0	11.3
Is happy most of the time	57.8%	48.0%	47.4%	61.7%
Missing data	19.8	16.8	17.4	13.4
7th Grade Cohort				
Is honest most of the time	62.9%	57.6%	42.7%	64.3%
Missing data	31.0	27.6	22.8	25.8
Makes friends easily	45.1%	35.9%	35.8%	46.3%
Missing data	33.2	26.7	27.8	27.9
Gets along with teachers	60.1%	48.8%	46.8%	61.9%
Missing data	26.1	17.9	16.6	20.4
Feels that he/she is a person of value, an equal to others	50.9%	35.3%	42.2%	52.8%
Missing data	34.7	28.4	30.9	29.8
Has respect for authority	59.9%	49.6%	52.6%	61.1%
Missing data	25.5	20.0	15.4	18.2
Is happy most of the time	45.8%	37.7%	38.3%	47.0%
Missing data	30.4	25.9	18.8	24.8
Total Weighted N				
1st Grade Cohort	3,555,519	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,494	508,279	133,463	2,096,623
7th Grade Cohort	2,945,024	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Student Profile

Teachers' Judgments—Potential Obstacles to Students' Learning and Growth

Finally, teachers were asked to judge whether a child was currently facing a variety of obstacles that might affect his or her ability to achieve in school. Some items—whether the student is often absent, truant, cuts class, cheats, engages in physical conflict and verbal abuse of others—were relatively easy to judge. Other items—whether the student has a general health or hygiene problem or gets inadequate nutrition or rest—were probably much more difficult for teachers to assess.

With this in mind, as well as the previously discussed caution about the possible overreliance on teacher judgments, the overall pattern of teacher judgments indicates that Chapter 1 students are more likely to face difficulties that may inhibit their current school performance and may have serious implications for their long-term educational growth and development.

As for other results on teacher judgments, both categories of compensatory students were rated similarly at all grade levels.

Exhibit 2.56: Percentage of Students whose Teachers Judge them To Have Specified Problems or Obstacles to Success in School by Participation in Compensatory Education and Grade Cohort

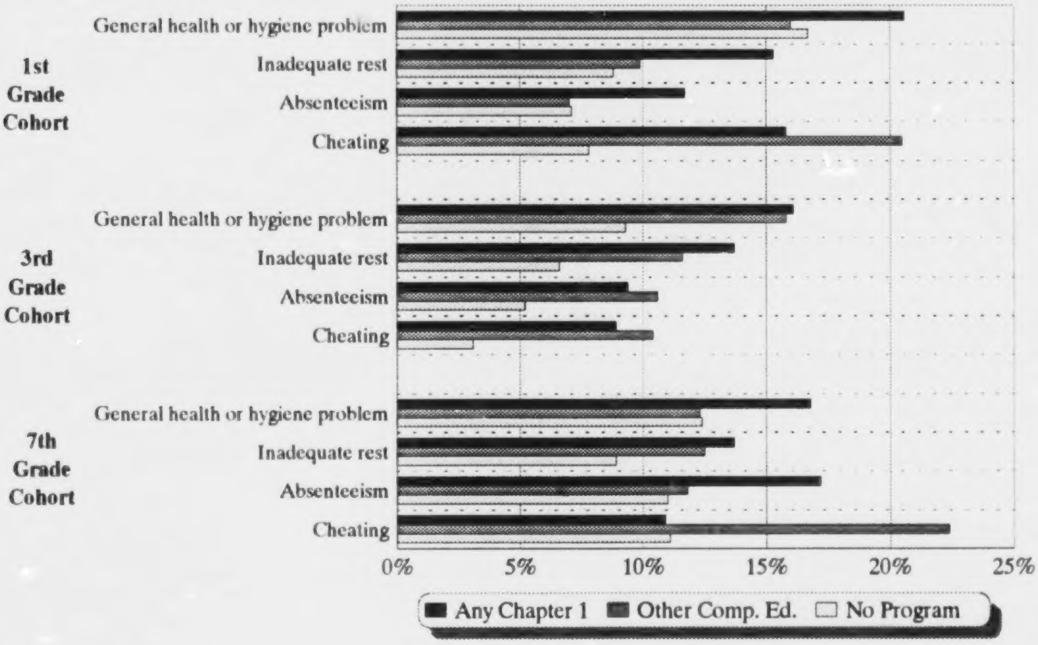


Exhibit 2.57: Teacher Reports of Students' Problems by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Teacher Reports of Student Problems	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
General health or hygiene problem	17.1%	20.6%	16.0%	16.7%
Missing data	16.7	9.4	2.3	11.1
Inadequate nutrition	5.4%	6.5%	4.8%	5.3%
Missing data	22.0	18.4	11.9	15.8
Inadequate rest	8.7%	15.3%	9.9%	8.8%
Missing data	26.9	24.4	14.3	21.2
Absenteeism	8.3%	11.7%	7.0%	7.1%
Missing data	16.2	8.9	2.4	10.7
Class-cutting	1.2%	0.7%	0.0%	1.4%
Missing data	17.8	10.7	2.3	12.5
Truancy	2.1%	2.3%	3.8%	2.0%
Missing data	17.7	11.2	2.1	12.1
Cheating	9.7%	15.8%	20.5%	7.8%
Missing data	18.3	10.8	2.5	13.2
Physical conflict	14.9%	18.1%	21.7%	13.9%
Missing data	17.3	10.1	3.5	12.0
Verbal abuse of others	12.4%	15.6%	15.9%	11.2%
Missing data	18.2	13.4	2.3	12.3
3rd Grade Cohort				
General health or hygiene problem	10.7%	16.1%	15.8%	9.3%
Missing data	20.1	18.4	19.5	12.8
Inadequate nutrition	3.4%	6.4%	4.0%	2.6%
Missing data	26.2	26.8	32.6	18.5
Inadequate rest	8.1%	13.7%	11.6%	6.6%
Missing data	29.0	29.6	32.5	21.9
Absenteeism	6.3%	9.4%	10.6%	5.2%
Missing data	18.2	15.5	17.6	11.3
Class-cutting	*	0.7%	0.5%	0.4%
Missing data	18.7	16.3	17.8	11.8
Truancy	0.9%	1.4%	0.4%	0.9%
Missing data	19.5	17.6	18.0	12.8
Cheating	4.6%	8.9%	10.4%	3.1%
Missing data	20.7	19.9	18.2	13.8
Physical conflict	10.9%	19.5%	16.1%	8.8%
Missing data	18.8	16.6	19.2	11.9
Verbal abuse of others	14.0%	22.3%	17.4%	11.5%
Missing data	19.4	17.3	19.5	12.5
7th Grade Cohort				
General health or hygiene problem	12.7%	16.8%	12.3%	12.4%
Missing data	33.7	30.1	24.5	28.1
Inadequate nutrition	5.9%	3.3%	10.5%	5.8%
Missing data	47.6	42.7	33.2	44.0
Inadequate rest	9.4%	13.7%	12.5%	8.9%
Missing data	55.9	51.7	39.9	53.4
Absenteeism	11.4%	17.2%	11.8%	11.0%
Missing data	25.3	20.2	19.4	19.3
Class-cutting	4.0%	3.4%	8.0%	3.9%
Missing data	25.9	18.5	20.5	20.1
Truancy	3.8%	5.8%	4.4%	3.6%
Missing data	22.7	26.3	25.4	25.9
Cheating	11.5%	10.9%	22.4%	11.1%
Missing data	33.9	26.5	26.7	29.2
Physical conflict	9.9%	12.1%	15.8%	9.5%
Missing data	33.5	26.5	22.2	29.0
Verbal abuse of others	14.7%	15.2%	19.3%	14.6%
Missing data	33.6	24.5	24.3	29.2
Total Weighted N				
1st Grade Cohort	3,555,519	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,494	508,279	133,463	2,096,623
7th Grade Cohort	2,945,024	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects: Student Profile

Home Educational Support Environment

Family Rules Governing Child's Behavior

Parents were asked about whether they had established a variety of rules at home to govern different aspects of their child's behavior: rules related to school performance, completion of homework assignments, household chores, television watching (both amount and content), time when the child comes home, and choice of friends. Of course, the importance of such rules varies by the child's age.

Across all three grade cohorts, most parents report having rules in all of these areas. Rules governing homework completion and time when children must be home were, by far, the most commonly reported; well over 90 percent of the students reportedly have such rules at home. Rules governing the amount of television the child may watch, and the choice of friends are the least reported items, even these items were typically reported for more than two-thirds of the students in all three grade cohorts.

Across the three grade cohorts, there are essentially no differences among Chapter 1 participants, other compensatory service recipients, and noncompensatory students in the extent to which parents establish rules for their children (exhibits 2.58 and 2.59).

Exhibit 2.58: Percentages of Students whose Parents Set Rules in the Home for Specified Behaviors by Participation in Compensatory Education and Grade Cohort

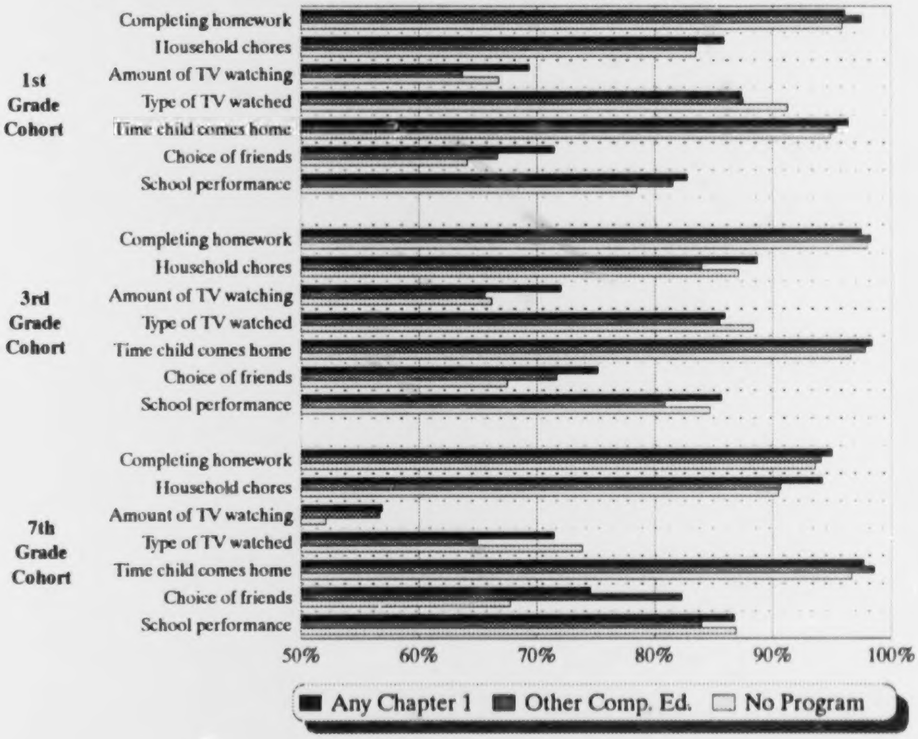


Exhibit 2.59: Parent-Reported Existence of Specific Family Rules for Child by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Existence of Family Rules for Student	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Completion of homework	96.0%	96.1%	97.5%	95.9%
Household chores	83.8%	85.9%	83.6%	83.5%
Amount of TV watching	67.3%	69.4%	63.7%	66.8%
Type of TV watched	90.6%	87.4%	87.5%	91.3%
Time child comes home	95.3%	96.4%	95.4%	94.9%
Choice of friends	65.6%	71.5%	66.7%	64.1%
School performance	79.3%	82.8%	81.6%	78.5%
Missing data	18.2	20.6	10.6	10.2
3rd Grade Cohort				
Completion of homework	97.9%	97.5%	98.3%	98.0%
Household chores	87.5%	88.7%	84.0%	87.1%
Amount of TV watching	67.5%	72.1%	65.6%	66.2%
Type of TV watched	87.9%	86.0%	85.5%	88.4%
Time child comes home	96.9%	98.4%	97.8%	96.6%
Choice of friends	68.9%	75.2%	71.7%	67.5%
School performance	84.9%	85.7%	80.9%	84.7%
Missing data	22.4	27.5	22.7	14.3
7th Grade Cohort				
Completion of homework	93.9%	95.0%	94.1%	93.6%
Household chores	91.0%	94.2%	90.7%	90.5%
Amount of TV watching	52.7%	56.9%	56.7%	52.1%
Type of TV watched	73.2%	71.5%	65.0%	73.9%
Time child comes home	97.0%	97.7%	98.6%	96.7%
Choice of friends	69.2%	74.6%	82.3%	67.8%
School performance	86.9%	86.8%	84.0%	86.9%
Missing data	25.0	23.5	25.8	17.4
Total Weighted N				
1st Grade Cohort	3,555,519	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,494	508,279	133,463	2,096,623
7th Grade Cohort	2,945,024	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Parent Questionnaire

Parents' Activities with Child

Parents were further asked about the extent to which they share a variety of activities with their child: playing nonschool sports together, attending sporting events as spectators, going to the library together, attending concerts, and sharing cultural or educational activities such as visiting museums or the zoo. These activities, which vary by the age of the child, are important indicators of parent-child relationships, the child's access to educational or otherwise enriching activities outside school.

Across all three cohorts the majority of students reportedly share these activities with their parents. The most commonly reported activities—reported by the parents of more than two-thirds of the students—include going to the library together, visiting the zoo, and attending sporting events. Visiting museums or galleries was the least reported activity, typically involving about one-third of the students.

Regardless of the child's age, the parents of Chapter 1 students are less likely than the parents of nonparticipants to do any of these activities with their children (exhibits 2.60 and 2.61). These differences probably reflect, to some extent, differences in the financial resources available to Chapter 1 parents.

Exhibit 2.60: Percentage of Students whose Parents Take Part in Specified Activities with the Child by Participation in Compensatory Education and Grade Cohort

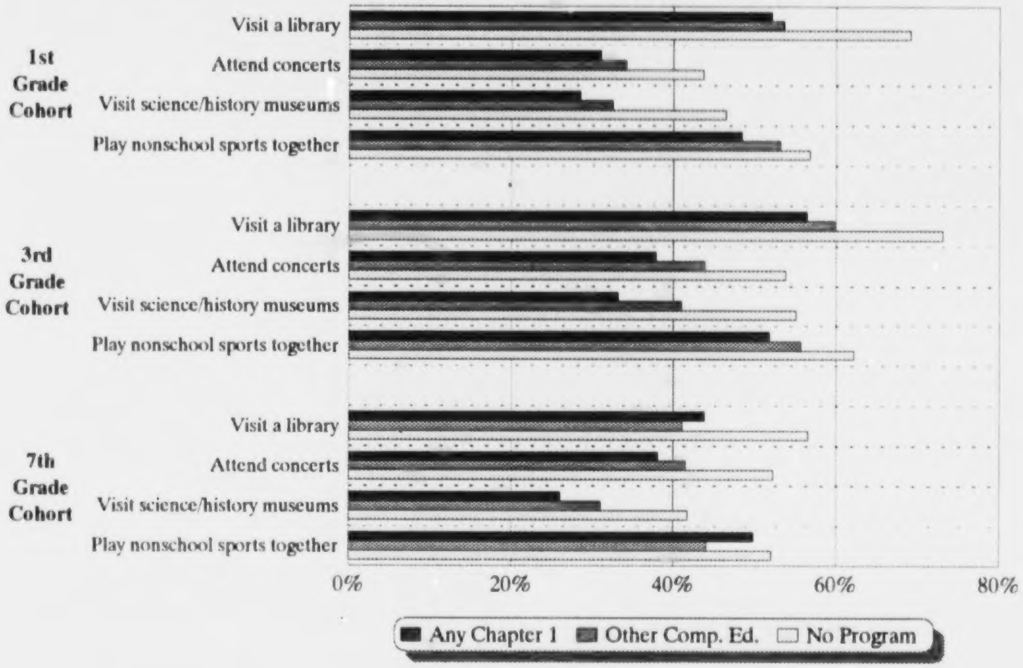


Exhibit 2.61: Parent-Reported Activities Done with Child by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Activities with Child	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Visit library	65.7%	52.1%	53.6%	69.1%
Attend concerts	40.6%	31.1%	34.2%	43.7%
Visit museums/gallaries	29.5%	22.5%	21.8%	31.1%
Visit science/history museums	42.8%	28.5%	35.2%	46.5%
Go to zoos	81.5%	69.2%	75.6%	84.8%
Go to sporting events	66.6%	57.6%	71.0%	69.1%
Play nonschool sports together	55.0%	48.4%	53.1%	56.8%
Missing data	18.5	21.4	11.3	10.4
3rd Grade Cohort				
Visit library	70.2%	56.4%	59.8%	73.1%
Attend concerts	50.9%	37.9%	43.9%	53.8%
Visit museums/gallaries	37.0%	27.0%	34.3%	39.4%
Visit science/history museums	50.2%	33.2%	41.0%	55.1%
Go to zoos	79.0%	71.9%	74.2%	81.7%
Go to sporting events	74.5%	67.5%	70.5%	75.8%
Play nonschool sports together	60.4%	51.8%	55.7%	62.2%
Missing data	22.8	29.3	23.0	14.6
7th Grade Cohort				
Visit library	55.0%	43.8%	41.1%	56.6%
Attend concerts	51.1%	38.1%	41.5%	52.3%
Visit museums/gallaries	30.4%	21.6%	29.2%	31.3%
Visit science/history museums	40.3%	26.1%	31.1%	41.8%
Go to zoos	65.7%	54.5%	58.5%	67.2%
Go to sporting events	73.9%	65.4%	58.8%	75.3%
Play nonschool sports together	51.5%	49.9%	44.1%	52.1%
Missing data	25.1	23.5	24.9	17.7
Total Weighted N				
1st Grade Cohort	3,555,519	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,494	508,279	133,463	2,096,623
7th Grade Cohort	2,945,024	178,986	132,858	2,284,581

Notes: Total N includes cases with unkonwn participation status.
* = fewer than 20 sample cases in cell.

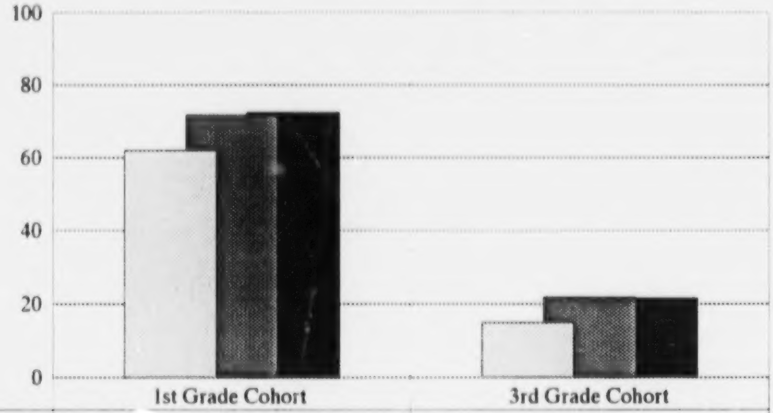
Source: Prospects, Parent Questionnaire

Parents' Reading to/with Child

Parents were also asked about the extent to which they read to (or along with) their child at home. As one would expect, such parent-child interactions are most likely to be reported for students in the first-grade cohort and least prevalent among students in the seventh-grade cohort who were in the eighth grade in the spring of 1992. (Exhibits 2.62 and 2.63). Over 90 percent of first grade students have parents who report reading with their child every week (see the top two rows of exhibit 2.62). This proportion decreases to about two-thirds of students in the third-grade cohort, and about one-fifth of these in the seventh-grade cohort.

The parents of Chapter 1 children (and other compensatory students) in the first- and third-grade cohorts are *more* likely than are parents of nonparticipants to engage in such activities, but the differences are relatively small. For example, 96 percent of Chapter 1 students in the first-grade cohort have parents who report reading to or with them each week, compared with 91 percent of the nonparticipating students. In the third-grade cohort, the comparable figures are 70 percent for Chapter 1 participants and 60 percent for the nonparticipants.

Exhibit 2.62: Percentage of Students whose Parents Report Reading to or with them Every Day by Participation in Compensatory Education and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort
No Program ☐	62	15
Other Comp. Ed. ▨	72	22
Any Chapter 1 ■	72	21

Exhibit 2.63: Parent-Reported Reading to or with Child by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Reading to or with Child	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Daily	51.0%	72.2%	71.6%	61.9%
1 to 2 times per week	43.6%	24.0%	23.7%	29.0%
Less than once a month	4.0%	1.6%	*	5.1%
Rarely if ever	1.4%	2.2%	*	4.0%
Missing data	18.8	20.9	11.1	11.0
3rd Grade Cohort				
Daily	16.6%	21.4%	21.7%	14.9%
1 to 2 times per week	45.5%	48.3%	44.0%	45.1%
Less than once a month	25.5%	18.6%	20.7%	27.3%
Rarely if ever	12.4%	11.7%	13.6%	12.8%
Missing data	23.9	29.9	23.6	15.8
7th Grade Cohort				
Daily	5.4%	7.0%	9.7%	5.1%
1 to 2 times per week	15.9%	16.9%	20.1%	15.3%
Less than once a month	22.4%	22.0%	18.5%	22.5%
Rarely if ever	56.3%	54.2%	51.7%	57.0%
Missing data	26.9	25.4	27.4	19.5
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

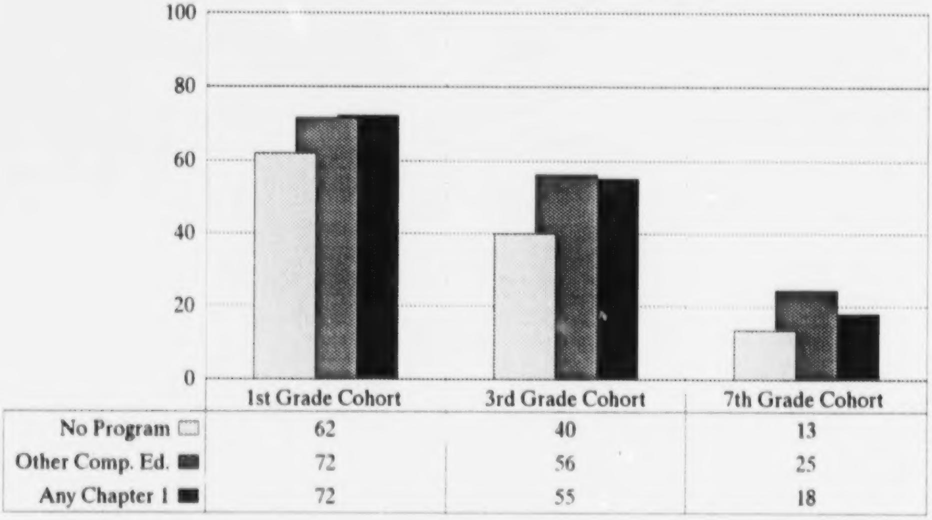
Source: Prospects, Parent Questionnaire

Parental Assistance with Homework

Parents were asked about the extent to which they help their child with homework. Not surprisingly, such parental assistance is most likely to be provided to students in the first-grade cohort, and least likely among those in the seventh-grade cohort (exhibits 2.64 and 2.65). For example, two-thirds of students in the first-grade cohort receive daily assistance with homework from their parents. This proportion decreases to 43 percent of the third-grade cohort, and 14 percent of the seventh-grade cohort.

In the first- and third-grade cohorts, Chapter 1 children (and students receiving other non-Chapter 1 compensatory assistance) are more likely to receive homework assistance from their parents than are nonparticipants. Among students in the third-grade cohort, 55 percent of the Chapter 1 participants receive daily homework assistance from their parents, compared with 40 percent of the nonparticipants. In the first grade the comparable figures are 72 percent for Chapter 1 participants and 62 percent for nonparticipants.

Exhibit 2.64: Percentage of Students whose Parents Help them with Homework Every Day by Participation in Compensatory Education and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
No Program ☐	62	40	13
Other Comp. Ed. ▨	72	56	25
Any Chapter 1 ■	72	55	18

Exhibit 2.65: Parental Help with Homework by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Parental Help with Homework	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Daily	64.5%	72.2%	71.6%	61.9%
1 to 2 times per week	27.6%	24.0%	23.7%	29.0%
Less than once a month	4.3%	1.6%	*	5.1%
Rarely if ever	3.6%	2.2%	*	4.0%
Missing data	18.8	20.9	11.1	11.0
3rd Grade Cohort				
Daily	43.4%	55.0%	56.1%	40.0%
1 to 2 times per week	44.1%	36.7%	34.5%	46.3%
Less than once a month	8.1%	4.5%	5.1%	9.1%
Rarely if ever	4.4%	3.8%	4.3%	4.6%
Missing data	22.7	28.4	23.3	14.5
7th Grade Cohort				
Daily	14.3%	17.9%	24.5%	13.3%
1 to 2 times per week	40.5%	42.2%	30.8%	40.9%
Less than once a month	22.8%	17.0%	21.5%	23.1%
Rarely if ever	22.5%	22.9%	23.2%	22.7%
Missing data	25.3	24.4	25.7	17.8
Total Weighted N				
1st Grade Cohort	3,555,521	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Parent Questionnaire

Time Child Spends Doing Homework

Students in the third and seventh-grade cohorts were asked to report (questionnaires were not administered to first graders) the time they typically spend doing homework (exhibits 2.66A and B and 2.67). The questions that were asked of each grade cohort were worded differently. More than two-thirds of students in the third-grade cohort report doing homework almost every day. Students in the seventh-grade cohort were asked about the number of hours they typically spent doing homework each week. The reported times were surprisingly low, with only 13 percent of the students reporting that they spend more than five hours per week doing homework.

There are only small differences among Chapter 1 participants, other compensatory education students, and noncompensatory education students in the third-grade cohort. Sixty-five percent of the Chapter 1 participants in the third-grade cohort report doing homework every day or almost every day, compared with 71 percent of the nonparticipants. However, Chapter 1 participants (and other compensatory students) in the seventh-grade cohort are somewhat *less* likely than nonparticipants to spend over five hours per week doing homework. Only 5 percent of Chapter 1 participants average more than one hour per school day, compared with 14 percent of the nonparticipants.

Exhibit 2.66A: Percentage of 3rd Grade Cohort Students Who Do Homework Assignments Every Day by Participation in Compensatory Education

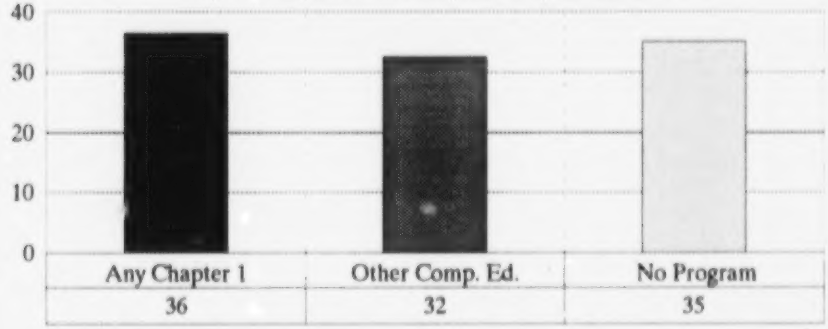


Exhibit 2.66B: Percentage of 7th Grade Cohort Students Who Do Four or More Hours of Homework Assignments Per Week by Participation in Compensatory Education

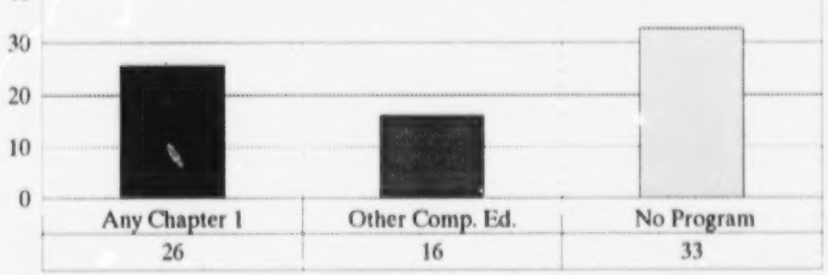


Exhibit 2.67: Student-Reported Time Spent on Homework by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

How Much Time Do You Spend on Homework Each Week?	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
3rd Grade Cohort				
Don't get homework	6.7%	5.6%	6.9%	6.9%
Have it, but don't do it	2.7%	5.1%	4.1%	2.1%
Sometimes do homework	20.9%	24.3%	23.1%	20.1%
Do homework almost everyday	34.9%	28.5%	33.5%	35.9%
Do homework everyday	35.5%	36.4%	32.4%	35.0%
Missing data	15.3	11.1	17.6	8.2
7th Grade Cohort				
Homework not assigned	1.6%	1.8%	*	1.4%
Have homework, but don't do it	5.9%	6.7%	8.9%	5.6%
Less than 1 hour per week	20.7%	30.7%	35.9%	18.8%
1 to 3 hours per week	36.2%	32.3%	29.7%	36.8%
4 to 5 hours per week	22.3%	21.1%	16.0%	23.2%
6 to 9 hours per week	8.8%	4.6%	*	9.5%
10 or more hours per week	4.6%	*	*	4.7%
Missing data	22.7	15.5	16.6	15.1
Total Weighted N				
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

Students' Reading Outside School

Students in the third- and seventh-grade cohorts were also asked about the extent to which they read outside school. About half of the students in the third-grade cohort report reading almost every day, and about 8 percent report doing no outside reading at all. Chapter 1 participants in the third-grade cohort are somewhat less likely than nonparticipants to read almost every day (45 percent vs. 55 percent). The pattern is similar for non-Chapter 1 compensatory education students (see exhibit 2.68A).

Students in the seventh-grade cohort were asked to report the number of hours they typically spend each week reading for pleasure outside school. Among these older students, only 18 percent report reading more than three hours per week, and 15 percent claim that they do no reading at all outside school (see exhibit 2.69). There are also large differences between Chapter 1 participants and nonparticipants in the seventh-grade cohort. Only 4 percent of Chapter 1 participants report reading for pleasure for more than two hours per week, compared with 19 percent of the nonparticipants. Chapter 1 participants in the seventh-grade cohort are also more likely than nonparticipants to report doing no reading during a typical week (21 percent vs. 14 percent). Non-Chapter 1 compensatory students report a pattern of outside reading similar to that for Chapter 1 participants.

Exhibit 2.68A: Percentage of 3rd Grade Cohort Students Who Read Outside of School Every Day by Participation in Compensatory Education

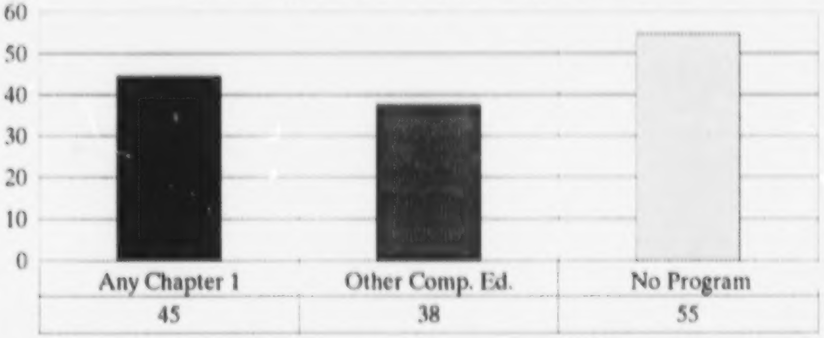


Exhibit 2.68B: Percentage of 7th Grade Cohort Students Who Read Outside of School Two or More Hours per Week by Participation in Compensatory Education

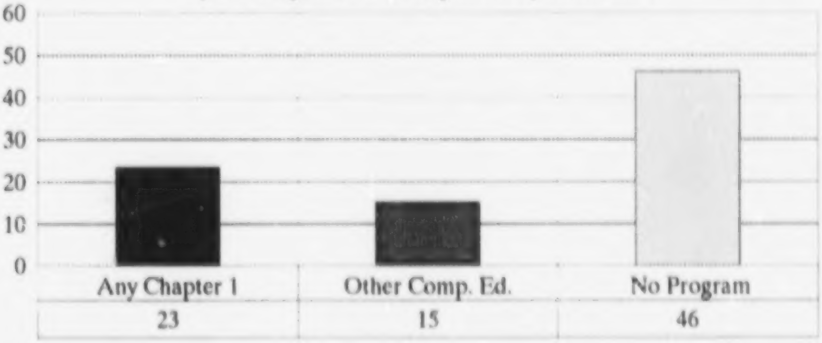


Exhibit 2.69: Student-Reported Reading Outside School by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

		Participation In Compensatory Education		
Students' Reading Outside School	TOTAL	Any Chapter 1	Other Comp. Ed.	No Program
3rd Grade Cohort				
How Often Do You Read Books Outside School?				
Almost every day	52.3%	44.5%	37.5%	54.7%
Sometimes	39.5%	44.2%	46.9%	38.4%
Never	8.2%	11.2%	15.6%	6.9%
Missing data	16.5	13.4	19.9	9.0
7th Grade Cohort				
How Much Reading Do You Do Each Week Outside School, Not in Connection with Schoolwork?				
None	15.1%	20.5%	21.9%	14.4%
1 hour or less	40.7%	52.5%	52.9%	39.3%
2 to 3 hours	26.3%	19.3%	15.2%	27.5%
4 to 5 hours	8.1%	4.1%	*	8.5%
6 hours or more	9.8%	*	*	10.2%
Missing data	23.8	20.2	16.6	16.2
Total Weighted N				
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

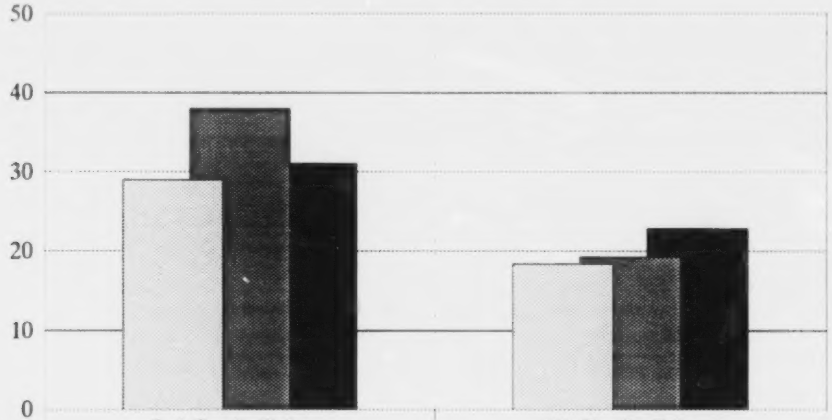
Source: Prospects, Student Questionnaire

Students' Use of the Public Library

In addition to being asked about how much they read outside school, students in the third- and seventh-grade cohorts were asked about the extent to which they use the public library in their community (as opposed to their school library). Across both grades, about one-fifth of all students report that they have never used their public library. Somewhat surprisingly, frequent use of the public library—at least every two weeks—is higher in the third-grade cohort than in the seventh-grade cohort (30 percent vs. 19 percent). One would expect the older students to have a greater need to access the public library for their school assignments.

For both grade cohorts, Chapter 1 participants are about equally likely as nonparticipants to report frequent use of their public library, although, as with the overall population, use is lower in the seventh-grade cohort. But, Chapter 1 participants in both grade cohorts are about twice as likely as nonparticipants to report that they *never* use the public library (exhibits 2.70 and 2.71). This difference may be due to student preferences or access to community facilities.

Exhibit 2.70: Percentage of Students Who Use a Public Library at Least Every Two Weeks by Participation in Compensatory Education and Grade Cohort



	3rd Grade Cohort	7th Grade Cohort
No Program ☐	29	18
Other Comp. Ed. ▨	38	19
Any Chapter 1 ■	31	23

Exhibit 2.71: Student-Reported Use of Public Library by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

How Often Do You Go to the Public Library?	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
3rd Grade Cohort				
Once a week	16.8%	22.2%	25.4%	14.8%
Once every 2 weeks	13.0%	8.6%	12.8%	14.0%
Once a month	17.3%	10.5%	9.3%	19.3%
A few times a year	32.9%	26.9%	31.0%	34.5%
Never	20.1%	31.8%	21.5%	17.3%
Missing data	15.9	12.0	16.1	9.0
7th Grade Cohort				
Once a week	7.2%	12.7%	11.0%	6.4%
Once every 2 weeks	11.8%	10.2%	8.3%	12.2%
Once a month	19.9%	9.7%	16.3%	21.0%
A few times a year	40.6%	30.2%	36.3%	41.8%
Never	20.5%	37.2%	28.0%	18.5%
Missing data	24.0	20.2	17.4	16.3
Total Weighted N				
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

Students' Television Viewing

Students in the third- and seventh-grade cohorts were also asked about a variety of things they do for pleasure outside school. One item involved the extent to which they watch television on school days (exhibits 2.72 A and B and 2.73) which may have a negative effect on school performance. About 37 percent of the third-grade cohort and 67 percent of the seventh-grade cohort report spending over two hours per day watching television on school days. In fact, 29 percent of the seventh-grade cohort report spending over four hours a day on school days watching television, and 18 percent report watching for more than five hours a day. This amount of viewing clearly leaves little time for school work or other activities for a large proportion of students in the seventh-grade cohort.

Across both grades, there are only small differences among Chapter 1 participants, other compensatory participants, and nonparticipants in their reported propensity to spend large amounts of time watching television during the school week.

Exhibit 2.72A: Percentage of 3rd Grade Students Who Watch More than Two Hours of Television per Day on School Days by Participation in Compensatory Education

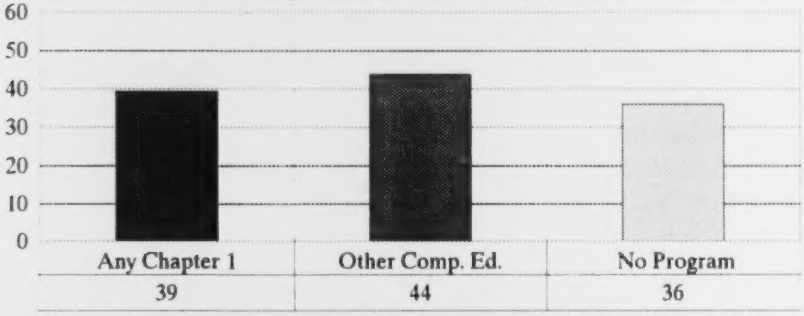


Exhibit 2.72B: Percentage of 7th Grade Cohort Students Who Watch Television Four or More Hours per day on School Days by Participation in Compensatory Education

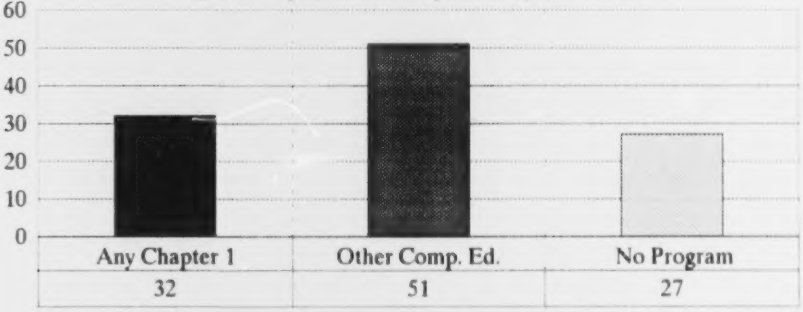


Exhibit 2.73: Student-Reported Television Viewing by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Student TV Viewing	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
During the School Year, How Much TV Do You Usually Watch on School Days?				
3rd Grade Cohort				
Don't watch TV on school days	5.7%	7.0%	8.7%	5.1%
1 to 2 days a week	17.2%	18.0%	15.6%	17.1%
Most week days but not everyday	19.6%	17.8%	13.3%	20.5%
Every day for less than 2 hours	20.6%	17.8%	18.7%	21.3%
Every day for over 2 hours	36.8%	39.3%	43.7%	36.0%
Missing data	15.3	11.3	17.8	8.2
How Many Hours a Day Do You Watch TV on School Days?				
7th Grade Cohort				
Don't watch TV on school days	2.1%	*	*	2.0%
Less than 1 hour a day	10.0%	8.9%	*	10.3%
1 to 2 hours	21.3%	14.2%	15.1%	22.4%
2 to 3 hours	22.1%	19.1%	17.8%	22.8%
3 to 4 hours	15.7%	23.3%	8.0%	15.4%
4 to 5 hours	11.0%	11.8%	12.8%	10.9%
More than 5 hours	17.7%	20.2%	38.2%	16.2%
Missing data	23.0	16.2	16.7	15.5
Total Weighted N				
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

Students' Activities Outside School

Students in the third- and seventh-grade cohorts were asked to indicate whether they participated in one or more of a variety of activities outside school at any time during the school year: scouting, a religious youth group, community-sponsored sports teams or youth groups, a hobby club, or a community service activity. Students were also asked whether, at any time during the school year, they were enrolled in one or more nonschool instructional classes: art, music, or dance lessons; language instruction; religious instruction; computer classes; or lessons in a sport or exercise activity. These data, shown in exhibits 2.74 and 2.75, indicate that participation on a sports team, or taking lessons in sports, is the most common nonschool activity for students in both grade cohorts. Other popular activities include instruction in performance skills and participation in a religious community group or religious instruction.

There are small differences in the extent to which Chapter 1 participants, other compensatory participants, and nonparticipants are involved in such activities, with Chapter 1 (and other compensatory programs) participants in both grade cohorts slightly more likely to take computer instruction, and third grade Chapter 1 participants slightly more likely to be involved in a community youth group.

Exhibit 2.74: Percentage of Students Involved in Specified Non-School Activities by Participation in Compensatory Education and Grade Cohort

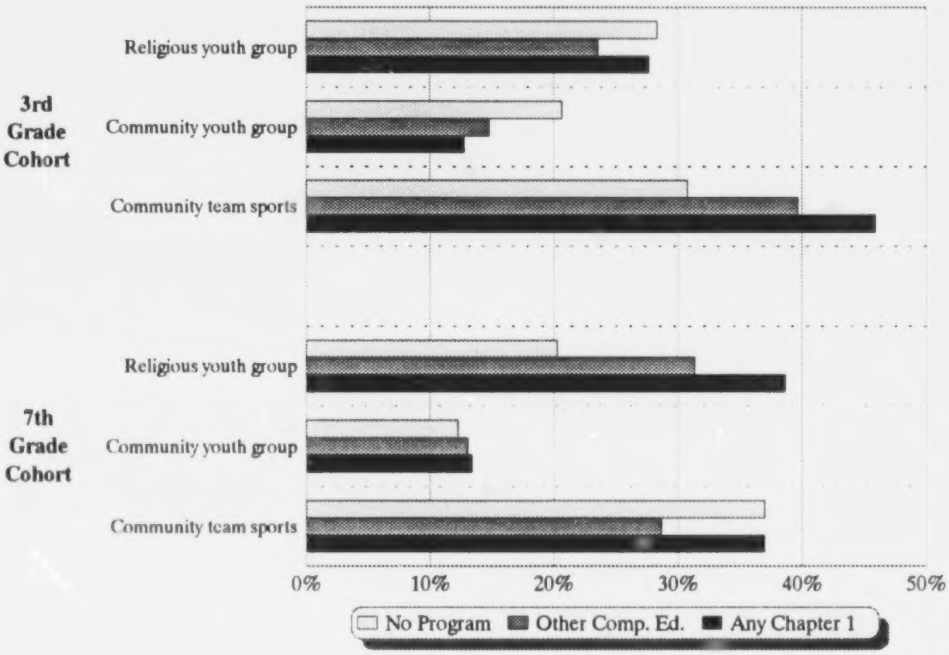


Exhibit 2.75: Student-Reported Activities Outside School by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Activities Outside School	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
7th Grade Cohort				
Student Participates in Activities Outside School:				
Scouting	9.2%	9.0%	12.3%	9.1%
Religious youth group	36.8%	20.3%	31.4%	38.7%
Community youth group	13.2%	12.3%	13.1%	13.4%
Community team sports	36.6%	37.0%	28.7%	37.0%
Hobby club	17.9%	13.5%	14.2%	18.6%
Community service activity	22.7%	19.4%	25.0%	22.8%
Missing data	23.9	17.2	18.2	16.5
Student Takes Lessons in:				
Art, music or dance	32.1%	23.3%	26.1%	33.2%
Language	4.8%	6.0%	•	4.7%
Religious instruction	33.0%	22.5%	19.1%	34.5%
Computer	8.8%	13.9%	14.8%	7.8%
Sports or excercise	70.2%	75.7%	69.7%	69.6%
Missing data	49.1	45.1	52.6	43.4
3rd Grade Cohort				
Student Participates in Activities Outside School:				
Scouting	28.6%	22.8%	23.2%	30.6%
Religious youth group	27.6%	28.4%	23.6%	27.7%
Community youth group	14.3%	20.7%	14.8%	12.8%
Community team sports	43.0%	30.8%	39.7%	45.9%
Hobby club	25.0%	28.0%	28.9%	24.3%
Missing data	20.3	14.7	18.1	11.3
Student Takes Lessons in:				
Art, music or dance	35.0%	35.1%	28.0%	35.0%
Language	5.7%	9.7%	7.4%	4.3%
Religious instruction	21.1%	15.6%	28.5%	22.2%
Computer	13.9%	26.3%	20.7%	10.1%
Sports or excercise	73.9%	65.0%	70.0%	76.4%
Missing data	36.3	34.6	34.0	30.9
Total Weighted N				
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

• = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

Students' Involvement in Religious Activities

Students in the third- and seventh-grade cohorts were further asked about the frequency with which they typically attend religious services and the extent to which they are involved in church-sponsored activities. Such participation may be an important measure of the child's home environment.

About 46 percent of the students in the third-grade cohort, and 28 percent of students in the seventh-grade cohort, report that they often attend religious services. Frequent participation in church-sponsored activities is higher for the students in the seventh-grade cohort (38 percent) than for the third-grade cohort (27 percent)—a difference that may reflect the greater availability of programs for young teenagers.

Across both cohorts there are relatively minor differences between Chapter 1 participants and nonparticipants in their involvement in religious services or church-sponsored activities (exhibits 2.76 and 2.77). The largest difference is related to participation in church-sponsored activities among students in the seventh-grade cohort. Twenty-five percent of the Chapter 1 participants report that they are often involved in such activities, compared with 39 percent of the nonparticipants.

Exhibit 2.76: Percentage of Students Involved in Specified Religious Activities by Participation in Compensatory Education and Grade Cohort

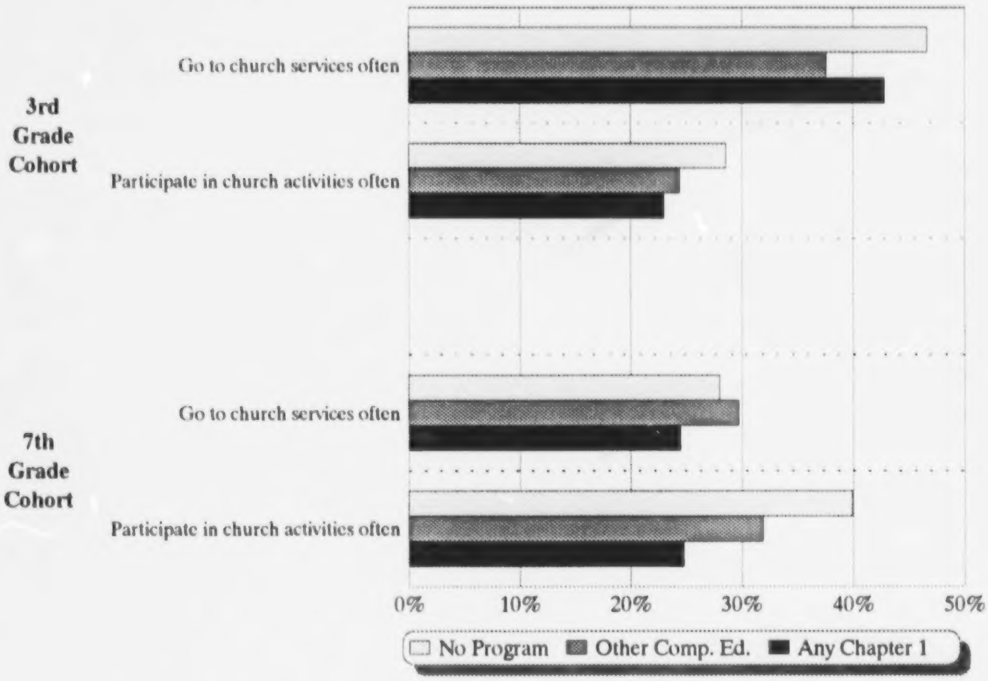


Exhibit 2.77: Student-Reported Participation in Religious Activities by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

		Participation in Compensatory Education		
Student Participation in Religious Activities	TOTAL	Any Chapter 1	Other Comp. Ed.	No Program
3rd Grade Cohort				
How Often Do You Go to Church Services?				
Often	45.5%	42.8%	37.6%	46.6%
Sometimes	34.3%	37.1%	36.9%	33.6%
Never	20.2%	20.1%	25.5%	19.8%
Missing data	18.7	14.1	19.1	12.1
How Often Do You Participate in Church-Sponsored Activities?				
Often	27.4%	23.0%	24.4%	28.6%
Sometimes	40.0%	42.1%	34.9%	39.9%
Never	32.6%	34.9%	40.7%	31.6%
Missing data	20.2	17.3	20.0	13.3
7th Grade Cohort				
How Often Do You Go to Church Services?				
Often	27.9%	24.5%	29.7%	28.0%
Sometimes	23.0%	22.0%	32.4%	22.9%
Rarely	21.4%	16.2%	14.6%	22.1%
Never	27.2%	37.3%	23.4%	27.0%
Missing data	24.7	18.6	17.3	17.5
How Often Do You Participate in Church-Sponsored Activities?				
Often	38.2%	24.8%	31.9%	39.9%
Sometimes	21.3%	23.8%	14.9%	21.6%
Rarely	16.3%	13.1%	14.9%	16.4%
Never	24.3%	38.2%	38.3%	22.1%
Missing data	24.6	18.7	17.7	17.3
Total Weighted N				
3rd Grade Cohort	3,042,494	508,279	133,463	2,096,623
7th Grade Cohort	2,945,024	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

Child's Expectations for Educational Attainment

Students in the seventh-grade cohort were asked about their expected future level of educational attainment. Most students expect to graduate high school; only 3 percent expect to drop out before completing their high school education. This figure is, of course, well below actual national dropout rates.

Furthermore, 78 percent of the students in the seventh-grade cohort expect to complete and graduate from a two- or four-year college, and 27 percent expect to attend graduate school. Again, these figures reflect educational expectations well beyond actual rates of postsecondary attendance and completion.

Students who are not Chapter 1 participants are more likely (80 percent vs. 64 percent) to indicate that they expect to attend and graduate from college (exhibits 2.78 and 2.79). Nonparticipants are also more likely than Chapter 1 participants to expect to attend graduate school (28 percent vs. 18 percent).

Exhibit 2.78: Percentage of 7th Grade Cohort Students Who Expect to Obtain a College Degree by Participation in Compensatory Education

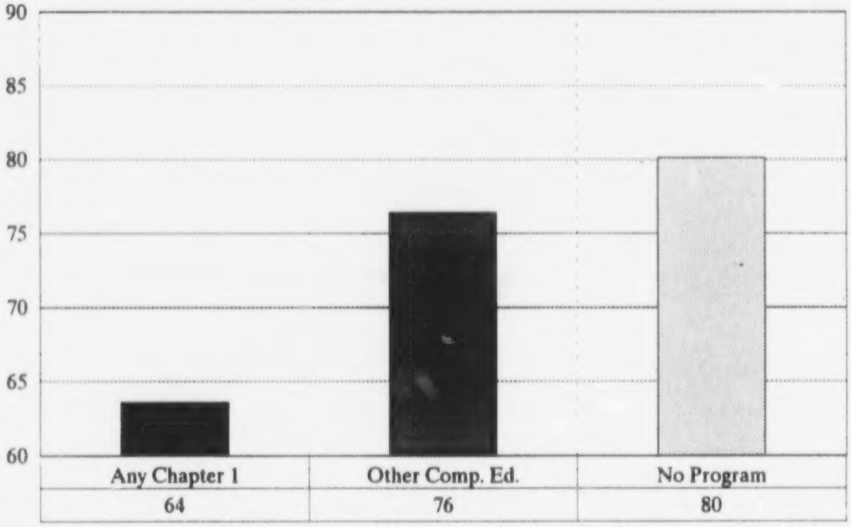


Exhibit 2.79: Student-Reported Educational Plans by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Students' Educational Plans	TOTAL	Participation in Compensatory Education: Any Chapter 1	Other Comp. Ed.	No Program
How Far in School Do You Think You Will Get?				
7th Grade Cohort				
Won't finish high school	2.6%	5.5%	*	2.2%
Will only finish high school	9.2%	15.3%	23.8%	8.1%
Go to vocational/trade school after high school	5.0%	7.8%	*	4.8%
Will finish vocational/trade school after high school	3.5%	3.9%	*	3.1%
Attend 2- or 4-yr. college but not graduate	2.1%	3.8%	*	1.7%
Graduate from 2- or 4-yr. college	51.1%	45.2%		52.3%
Will attend graduate school	26.5%	18.4%	11.4%	27.8%
Missing data	25.5	21.1	25.3	17.5
Total Weighted N				
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

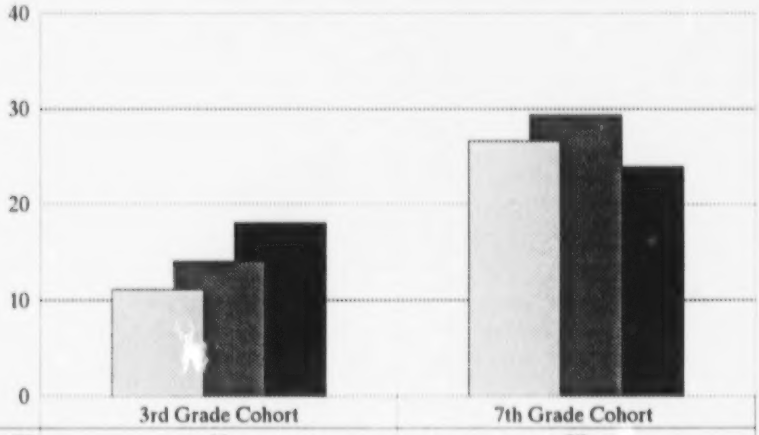
Child Supervision

Students in the third- and seventh-grade cohorts were asked about the time they typically spend at home without an adult present after school. Some 58 percent of students in the third-grade cohort reportedly spend no time at home alone after school. Only 7 percent report spending over three hours alone at home.

As one would expect, the amount of time children spend unsupervised after school is greater for students in the seventh-grade cohort. Eleven percent report that they are never alone at home after school, and 12 percent report spending more than three hours alone at home on school days.

In the third-grade cohort, there are only small differences between Chapter 1 participants (and other compensatory students) and nonparticipants in the amount of time they report spending alone at home after school (Exhibits 2.80 and 2.81). About 13 percent of the Chapter 1 participants spend more than three hours at home after school without an adult present, compared with 6 percent of the nonparticipants. Among the seventh-grade cohort, however, there are no differences between participants and nonparticipants in the extent to which they are alone for more than three hours after school. However, there are no data for almost one-quarter of the sample.

Exhibit 2.80: Percentage of Students Who Spend More than Two Hours at Home Alone after School by Participation in Compensatory Education and Grade Cohort



	3rd Grade Cohort	7th Grade Cohort
No Program ☐	11	27
Other Comp. Ed. ▨	14	29
Any Chapter 1 ■	18	24

Exhibit 2.81: Time Spent Alone after School by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Time Spent Alone After School	TOTAL	Participation in Compensatory Education		
		Any Chapter 1	Other Comp. Ed.	No Program
3rd Grade Cohort				
Never	58.1%	54.5%	52.3%	59.0%
Less than 1 hour	18.1%	16.5%	17.6%	18.7%
1 to 2 hours	11.3%	11.0%	16.2%	11.2%
2 to 3 hours	5.2%	5.4%	4.7%	5.3%
Over 3 hours	7.2%	12.6%	9.3%	5.8%
Missing data	16.1	12.4	18.4	8.8
7th Grade Cohort				
Never	11.0%	16.8%	18.9%	10.2%
Less than 1 hour	31.8%	32.9%	29.1%	31.8%
1 to 2 hours	30.9%	26.5%	22.6%	31.5%
2 to 3 hours	14.3%	10.8%	14.2%	14.5%
Over 3 hours	12.1%	13.1%	15.2%	12.1%
Missing data	23.7	16.0	17.3	15.7
Total Weighted N				
3rd Grade Cohort	3,042,494	508,279	133,463	2,096,623
7th Grade Cohort	2,945,024	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

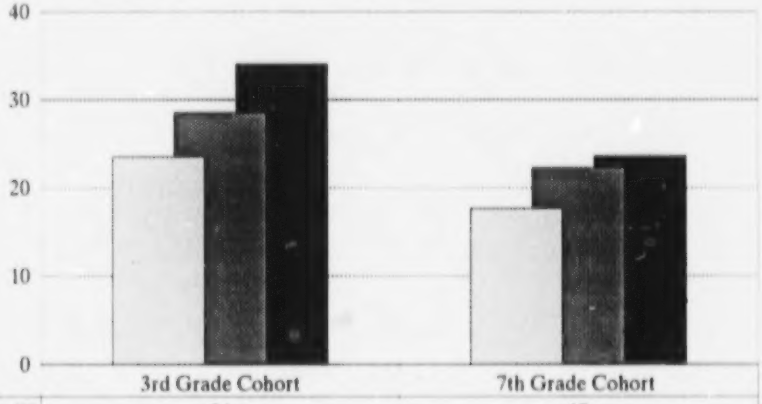
Home Residence

Students in both the third- and seventh-grade cohorts were asked whether they ever, during the school year, live somewhere other than in their primary home. Students were also asked whether they have their own room in their home. Overall, between one-fifth and one-quarter of students report living somewhere other than in their regular residence. About one-third of the students in the third-grade cohort report *not* having their own room, as do about one-fifth of the students in the seventh-grade cohort.

However, responses for Chapter 1 participants and nonparticipants differ on both items (see exhibits 2.82 and 2.83). Chapter 1 participants in the third-grade cohort are about 50 percent more likely to have lived somewhere other than in their primary residence; students in the seventh-grade cohort are about 33 percent more likely to have lived elsewhere at some time. Chapter 1 participants in both grade cohorts are about 33 percent more likely to share a room with another family member.

Students receiving non-Chapter 1 compensatory services tend to fall between Chapter 1 participants and noncompensatory students on these two measures.

Exhibit 2.82: Percentage of Students Who Reported Living Somewhere other than Their Regular Home by Participation in Compensatory Education and Grade Cohort



	3rd Grade Cohort	7th Grade Cohort
No Program ☐	24	18
Other Comp. Ed. ▨	29	22
Any Chapter 1 ■	34	24

Exhibit 2.83: Home Living Arrangements by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

		Participation in Compensatory Education		
Home Living Arrangements	TOTAL	Any Chapter 1	Other Comp. Ed.	No Program
Do You Ever Live Somewhere Other Than in Your Regular Home?				
3rd Grade Cohort				
Yes	25.6%	34.0%	28.5%	23.5%
No	74.4%	66.0%	71.5%	76.5%
Missing data	17.2	14.2	20.2	10.1
7th Grade Cohort				
Yes	18.2%	23.6%	22.3%	17.6%
No	81.8%	76.4%	77.7%	82.4%
Missing data	23.9	20.3	19.2	16.1
Do You Have Your Own Room?				
3rd Grade Cohort				
Yes	65.7%	56.8%	62.1%	68.5%
No	34.3%	43.2%	37.9%	31.5%
Missing data	16.2	12.7	17.4	9.2
7th Grade Cohort				
Yes	78.8%	72.7%	77.1%	79.5%
No	21.2%	27.3%	22.9%	20.5%
Missing data	24.4	19.6	19.3	16.9
Total Weighted N				
3rd Grade Cohort	3,042,495	508,279	133,463	2,096,623
7th Grade Cohort	2,945,025	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

Home Educational Resources

Parents were asked whether they had a variety of educational resources at home, ranging from relatively low-cost items such as a daily newspaper and a dictionary, to high-cost items such as a computer and an encyclopedia. As shown in exhibits 2.84 and 2.85, the likelihood of having such items at home increases with students' grade cohort, following the previously shown patterns of higher incomes for families with older children.

Across all three cohorts, although the differences are generally small, students receiving Chapter 1 services (and, to a lesser extent, students receiving other compensatory services) are somewhat less likely than noncompensatory education students to have any of the listed resources. Not surprisingly, the largest differences are noted for a home computer; noncompensatory education students are twice as likely to have a computer in the home as are Chapter 1 students.

Exhibit 2.84: Percentage of Students whose Parents Report Having Specified Educational Resources in the Home by Participation in Compensatory Education and Grade Cohort

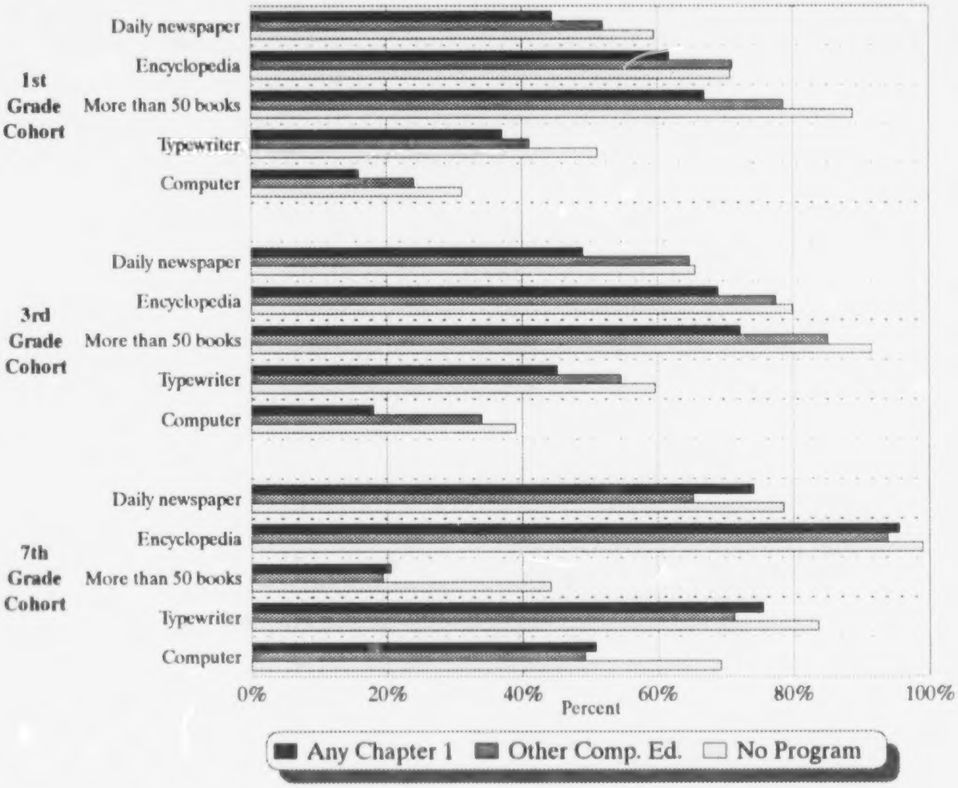


Exhibit 2.85: Percentage of Students with Access to Home Educational Resources by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Home Educational Resources	TOTAL	**Participation in Compensatory Education**		
		Any Chapter 1	Other Comp. Ed.	No Program
1st Grade Cohort				
Daily newspaper	56.9%	44.5%	52.0%	59.8%
Dictionary	91.9%	85.5%	87.3%	93.4%
Encyclopedia/other reference book	69.1%	61.8%	71.1%	70.8%
Regular magazine	71.5%	54.8%	59.7%	75.9%
Tape recorder/cassette player	95.4%	89.3%	92.1%	96.9%
Record player	77.4%	69.6%	81.9%	78.8%
Color TV	98.2%	96.4%	97.7%	98.6%
Video games	70.7%	68.4%	70.3%	71.6%
Typewriter	48.3%	37.1%	41.4%	51.2%
Computer	28.1%	15.9%	24.1%	31.2%
More than 50 books	84.6%	67.2%	78.6%	88.9%
Video recorder or VCR	89.0%	79.0%	85.2%	91.6%
Pocket calculator	80.3%	76.1%	86.9%	88.7%
Missing data	20.0	25.0	11.9	12.3
3rd Grade Cohort				
Daily newspaper	62.5%	49.0%	64.8%	65.6%
Dictionary	97.0%	92.7%	95.7%	97.9%
Encyclopedia/other reference book	78.4%	69.1%	77.5%	79.9%
Regular magazine	76.1%	57.9%	72.4%	80.4%
Tape recorder/cassette player	96.8%	91.7%	95.7%	97.9%
Record player	80.1%	76.1%	81.5%	81.0%
Color TV	99.1%	98.1%	98.8%	99.2%
Video games	81.9%	76.7%	87.6%	82.6%
Typewriter	57.4%	45.2%	54.6%	59.7%
Computer	35.7%	18.0%	34.0%	39.0%
More than 50 books	88.1%	72.2%	85.1%	91.6%
Video recorder or VCR	92.5%	83.8%	94.4%	94.1%
Pocket calculator	75.7%	68.4%	74.6%	84.3%
Missing data	24.6	32.1	25.3	16.0
7th Grade Cohort				
Daily newspaper	77.8%	74.2%	65.3%	78.6%
Dictionary	65.1%	53.1%	53.0%	67.1%
Encyclopedia/other reference book	98.5%	95.6%	93.9%	99.0%
Regular magazine	85.0%	72.2%	77.0%	86.4%
Tape recorder/cassette player	77.6%	57.9%	55.4%	80.1%
Record player	97.6%	94.6%	89.3%	98.2%
Color TV	86.3%	81.6%	85.9%	87.0%
Video games	98.9%	97.2%	99.0%	99.0%
Typewriter	82.6%	75.6%	71.3%	83.7%
Computer	67.3%	50.8%	49.2%	69.3%
More than 50 books	39.1%	20.5%	19.3%	44.2%
Video recorder or VCR	87.1%	70.6%	70.1%	89.0%
Pocket calculator	91.3%	82.2%	77.3%	92.5%
Missing data	26.0	25.6	18.5	26.8
Total Weighted N				
1st Grade Cohort	3,555,519	654,146	92,690	2,473,270
3rd Grade Cohort	3,042,494	508,279	133,463	2,096,623
7th Grade Cohort	2,945,024	178,986	132,858	2,284,581

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Abstract

Part 3:

Districts, Schools, and Classrooms

Summary

This part of the ***Prospects*** interim report switches from a focus on students to a description of the types of schools they attend; the characteristics, perceptions, and attitudes of their teachers; and the nature of the classroom instruction they receive. As in Part 1, the discussion explores the relationship between school and classroom characteristics and the degree of concentration of poor children within schools.

Pullout programs remain the predominant mode by which schools provide Chapter 1 services to children in the ***Prospects*** first- and third-grade cohorts, but are less commonly used for students in the seventh-grade cohort. In-class supplementary instruction is used for 40 to 50 percent of the students in all three grade cohorts.

School Staffing

The ratio of students to total school staff is higher in low-poverty schools (15 students per staff member) than in high-poverty schools (18 students per staff member). However, there are more students per classroom teacher in high-poverty schools (34) than in low-poverty schools (23). The difference is due to the higher number of classroom instructional aides and noninstructional staff (e.g., counselors) in high-poverty schools. School aides account for 13 percent of total school staff in high-poverty schools and 9 percent in low-poverty schools; special staff (ESL teachers, social workers, counselors, media specialists) make-up 27 percent of the staff in high-poverty schools, compared with 17 percent in low-poverty schools.

On average, nearly one-fourth of all students receive reading/language arts/English or math instruction in classes with more than 25 students; no systematic differences were observed between high- and low-poverty schools on measures of class size.

Students' Mobility

Highly mobile students are at increased risk for learning gaps or disruptions in their education, which may translate into being unsuccessful in school. Overall, about 20 percent of students transfer schools over a 12-month period. However, high-poverty schools have substantially higher rates of student transfers (34 percent) than low-poverty schools (14 percent).

Teachers' Education and Experience

Highly qualified and experienced teachers are necessary to provide high-quality instruction. There are essentially no differences between high- and low-poverty schools in terms of teacher certification and the extent to which instructional staff have obtained education beyond the baccalaureate degree.

There are also no differences in the years that staff have spent at their current school, but there are some differences between high- and low-poverty schools with respect to teachers' total years of experience. On average, math teachers in low-poverty schools have had from 15 to 20 percent more teaching experience than math teachers in high-poverty schools.

With regard to staff development, teachers report having received very little in-service training during a 12-month period—about three days. There are no differences in the amount of in-service training that the teachers of students in the first- and third-grade cohort have received. The teachers of students in the seventh-grade cohort in low-poverty schools, however, have received an average of 15 to 20 percent more hours of staff development in the last year than the teachers in high-poverty schools.

School Governance

Because of the increased interest in site-based school management as a means to improve education, school principals were asked about the extent to which they have control over a variety of school-related decisions (e.g., students' promotion and retention, use of instructional grouping strategies, use of funds). No systematic differences between high- and low-poverty schools were observed in principals' reports. However, when asked about their control over classroom-related decisions, the teachers of students in low-poverty schools were more likely to report that they had control over their instructional curriculum than were the teachers of students in high-poverty schools. This difference may stem from the fact that high-poverty schools are more likely to be located in large urban centers where there may be a greater likelihood of centralized bureaucratic control over instruction and administrative procedures.

Parental Contact with School

Parental involvement is an essential component of Chapter 1, the assumption being that there is a relationship between parents' involvement and students' academic success.

There are essentially no differences between high- and low-poverty schools in the extent to which parents report receiving positive feedback from schools about their children; nor are there qualitative differences in the extent to which parents receive information about school programs or services. In general, however, parents of students in high-poverty schools are more likely to have been contacted by their child's school about a negative event (e.g., poor academic performance, behavior or discipline problems, and problems with absenteeism) than are parents of students in low-poverty schools.

With regard to parental involvement in school activities, parents of students in the first- and third-grade cohorts in high-poverty schools are somewhat less likely to be involved in the school PTA, in fund raising activities for their child's school, or to serve as a classroom or school volunteer.

School Climate

Because school climate can affect the educational process, teachers were asked about their attitudes toward their school administrators and fellow teachers. Although many teachers express positive feelings, a relatively large proportion of teachers at all grade levels express concerns about their current school, including a lack of clear goals and priorities, or lack of a principal who makes and implements plans or supports and encourages staff. Furthermore, 25 to 35 percent of the teachers believe that their colleagues do not maintain high standards or seek to learn new ideas for use in their classrooms. There are no systematic differences in teacher attitudes by school poverty concentration, except that teachers in high-poverty schools are more likely to feel that student misbehavior interferes with their ability to teach.

Most teachers (80 percent or more) indicate that a positive relationship between parents and teachers exists at the school, but teachers in high-poverty schools are *less* likely than teachers in low-poverty schools to report that such a cooperative relationship exists in their school.

Similarly, although most students' parents are positive about their child's school, the parents of students in high-poverty schools were less likely to rate their child's school as "above average" than were the parents of students in low-poverty schools. This difference is especially large in the seventh-grade cohort, where parents of children in low-poverty schools were nearly twice as likely as parents in high-poverty schools to rate their child's school above average.

Availability of Instructional Resources

For all three grade cohorts, and for both reading/language arts/English and math, teachers in low-poverty schools are about 60 percent more likely to report that they have adequate supplies of low-cost instructional materials (pencils, paper, access to photocopying) than are teachers in high-poverty schools.

Teachers were also asked about whether a variety of instructional resources were *not* available in sufficient quantity to meet their instructional needs. The most commonly cited items were computers, programmed instructional materials, manipulatives, and vocational educational equipment. The least often cited items included textbooks, teacher-developed materials, and workbooks. There were no clear differences between high- and low-poverty schools in the availability of instructional resources.

Use of Computers for Instruction

Computers are becoming an increasingly important component of today's educational environment. Despite their cost, students in *high*-poverty schools are more likely to use computers as part of their regular classroom instruction in both reading/language arts/English and math than students in low-poverty schools. This difference is observed across all three grade cohorts but is particularly large for students in the first grade. The observed difference demonstrates the effect of Chapter 1 and other compensatory education assistance on the availability of computers.

Regular Classroom Math Instruction

Students in all three grade cohorts and across all school poverty categories receive math instruction every day for between 37 and 46 minutes. Students in high-poverty schools are more likely than those in low-poverty schools to have an aide in their classrooms during math instruction, and the aides in high-poverty schools are more likely to be responsible (at some time) for direct instruction than are the classroom aides in low-poverty schools.

About two-thirds of students in all three grade cohorts receive math instruction with their whole class, with the remainder either receiving instruction in small groups or individually. No differences were observed across categories of school poverty.

With respect to grouping, about one-fifth of the students in the third- and seventh-grade cohorts are grouped within their classes for math instruction. There are no differences by poverty for the seventh grade, but students in the third-grade cohort in high-poverty schools are nearly four times as likely as students in low-poverty schools to be grouped, primarily by ability.

Math teachers were asked the extent to which they used a variety of instructional resources in their classrooms. Textbooks were by far the most commonly used instructional resource, followed by workbooks and teacher-made materials. The teachers of students in the third-grade cohort were also more likely to use manipulatives, and the teachers of students in the seventh-grade cohort were more likely to use calculators. However, for over half the students in all three grade cohorts, math textbooks are the only resource being frequently used for instruction.

Computer-assisted instruction (CAI) is used for the math instruction of about half of the students in the third-grade cohort and for about 20 percent of those in the seventh-grade cohort. There are no differences in the likelihood of use of CAI in the third-grade cohort by school poverty, but students in the seventh-grade cohort in low-poverty schools are more likely than those in high-poverty schools to be taught using this mode of instruction.

The use of specific pedagogical practices also varies with school poverty. Most important, it appears that students in high-poverty schools are more likely than students in low-poverty schools to be taught using the Mastery Learning method which places a greater emphasis on basic skills than on higher order skills.

Regular Classroom Reading/Language Arts/English Instruction

Students in all three grade cohorts receive reading/language arts/English instruction every day with no variation across concentrations of school poverty. However, as would be expected, the amount of instruction varies by grade, decreasing from 83 minutes per day in the first grade, to 33 minutes per day in the eighth grade. The only sizable difference across categories of school poverty concentration was observed for students in the seventh-grade cohort in high-poverty schools, who receive an average of about 33 percent *more* instruction time per day in this subject.

Students in high-poverty schools are more likely to have an aide present in their classrooms during the reading/language arts/English instruction period than are students in low-poverty schools, and the aides in high-poverty schools are more likely to be responsible for direct instruction than the aides in low-poverty schools.

On average, about two-thirds of students in the third- and seventh-grade cohorts receive reading/language arts/English instruction with their whole class. The remaining students receive either small-group or individual instruction. Students in the first-grade cohort are, however, more likely to receive their instruction through the use of small-group or individual teaching. There are no differences across the different categories of school poverty.

With respect to within-class grouping, about 80 percent of the students in the third- and seventh-grade cohorts are grouped for reading/language arts/English instruction. Grouping is used for about two-thirds of students in the first-grade cohort. There are no differences by school poverty for students in the third- and seventh-grade cohort, but grouping is more likely to be used for students in the first-grade cohort in high-poverty schools. Moreover, where grouping is used for instruction, students in the seventh-grade cohort in high-poverty schools are more likely than those in low-poverty schools to be grouped by ability.

Reading/language arts/English teachers were asked about the extent to which they used a variety of instructional resources in their classrooms. Textbooks and literature/trade books were by far the most commonly used instructional resources, with basal readers and language experience stories commonly used in the primary grades. There are no clear relationships between the selection and use of instructional materials and school poverty categories, except that high-poverty schools seem to make greater use of textbooks and basal readers. Low-poverty schools seem to make greater use of literature and trade books, indicating a more enriched instructional program in these schools.

Computer-assisted instruction is increasingly used for reading/language arts/English instruction as students progress through school. This method of instruction is used (at some time) for 56 percent of students in the first-grade cohort, 64 percent of those in the third-grade cohort, and 80 percent of those in the seventh-grade cohort. Students in the third- and seventh-grade cohorts have greater access to these systems in low-poverty schools, but in the first-grade cohort, students in high-poverty schools are more likely to receive such instruction at some time.

The Availability of Chapter 1 by Grade

Chapter 1 funding is heavily concentrated on elementary school students, especially those in the lower primary grades. Students in grades 1 through 3 are about six times as likely to receive Chapter 1-funded services as are students in grades 9 through 12.

In accordance with applicable laws and federal regulations, Chapter 1 funding flows primarily to schools with the highest concentrations of economically disadvantaged students. Regardless of grade level, students in high-poverty schools (i.e., schools where 75 to 100 percent of the children are poor) have much greater access to Chapter 1 services than do students in low-poverty schools.

Not surprisingly, high-poverty schools are more dependent on Chapter 1 funding than are low-poverty schools. For example, the percentage of total school staff paid by of Chapter 1 is about seven times higher in high-poverty schools than in low-poverty schools.

Chapter 1 Services

At this point, only a limited analysis of the Chapter 1 service data collected through the ***Prospects*** study has been completed. Subsequent reports will, therefore, present a more complete picture of the nature of such assistance, how it varies by grade and school poverty, and, most important, how compensatory education affects student outcomes.

Service Configuration. Under Chapter 1, schools have considerable latitude in choosing how to provide assistance to disadvantaged students. Nationwide, pullout programs in reading/language arts and math (i.e., those that remove individual students from their regular classroom for special instruction) are used in the schools attended by most students in the first- and third-grade cohorts. But students in high-poverty schools are more likely than those in low-poverty schools to receive compensatory education in their regular classroom, thereby reducing the likelihood of missing instruction during the pullout time.

Students in the seventh-grade cohort are less likely to attend schools where Chapter 1 is provided through a pullout program. Instead, middle school students, especially those in high-poverty schools, are more likely to receive their compensatory education through an add-on program, either during the regular year or over the summer. This difference between elementary and middle schools probably reflects the fact that far fewer students participate in Chapter 1 in the later grades.

Individual Tutoring. Disadvantaged students can also receive special tutoring services. Students in high-poverty elementary schools are more likely to receive such individual assistance from paraprofessionals or same-age students than from volunteers or older students, who provide assistance in low-poverty schools. Tutoring in high-poverty middle schools is more likely to be provided by older or same-age students than by teachers or paraprofessionals.

Teacher Characteristics. Chapter 1 teachers are as likely as regular classroom teachers to have a permanent teaching certificate, but have, an average, more total years of teaching experience and are somewhat more likely to have obtained education beyond their baccalaureate degree.

In-Service Training. On average, Chapter 1 teachers receive about three days of in-service training per year, a level comparable to that of regular classroom teachers.

Availability of Chapter 1 by Grade Level

School administrators have considerable latitude in deciding how to use Chapter 1 funds for students at different grades. As shown in exhibit 3.1, students in the early primary grades (grades 1 to 3) are about six times as likely to participate in Chapter 1 as are students in secondary schools (grades 9 to 12).

This relationship varies by level of school poverty, however, with students in high-poverty schools having much greater access to Chapter 1 services, as would be expected, than students in low-poverty schools. Consequently, disadvantaged students in all grades, but especially those in the upper grades, are more likely to participate in Chapter 1 if they attend a high-poverty school than if they attend a low-poverty school.

Across all poverty concentration categories, Chapter 1 participation peaks at just under 20 percent of students participating in grades 1 through 3. Chapter 1 participation rates are slightly lower than the overall mean for students attending low-poverty schools. In high-poverty schools, elementary school students receive Chapter 1 services at about twice the national average participation rate; between one-third and two-fifths of children in high-poverty schools receive Chapter 1-funded services. High school students in this high-poverty concentration category receive Chapter 1 services at four to five times the national average.

Exhibit 3.1: Percentage of Students Participating in Chapter 1 Programs by Grade

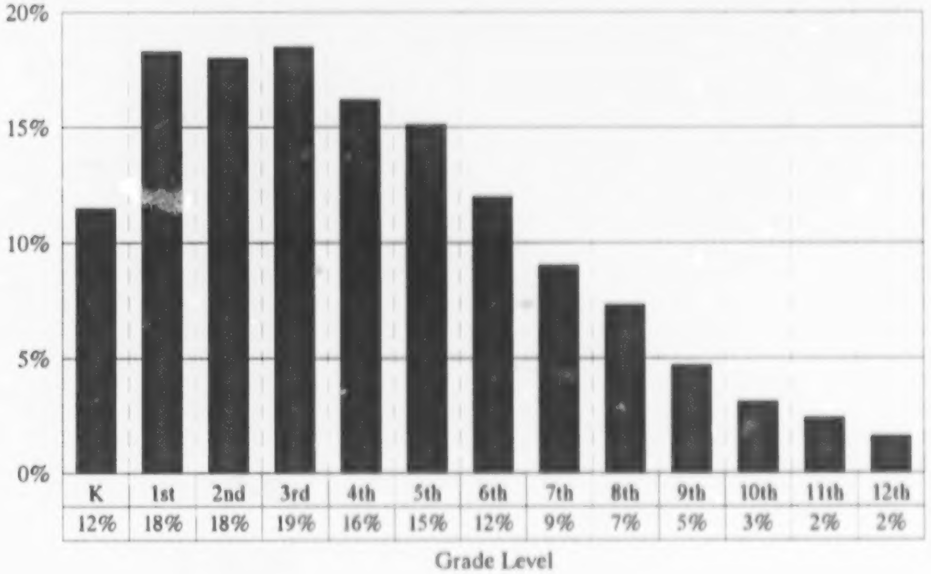


Exhibit 3.2: Percentage of Students in Chapter 1 by School Poverty Concentration: 12-Month Follow-up Study

(Student Weighted Percentages)

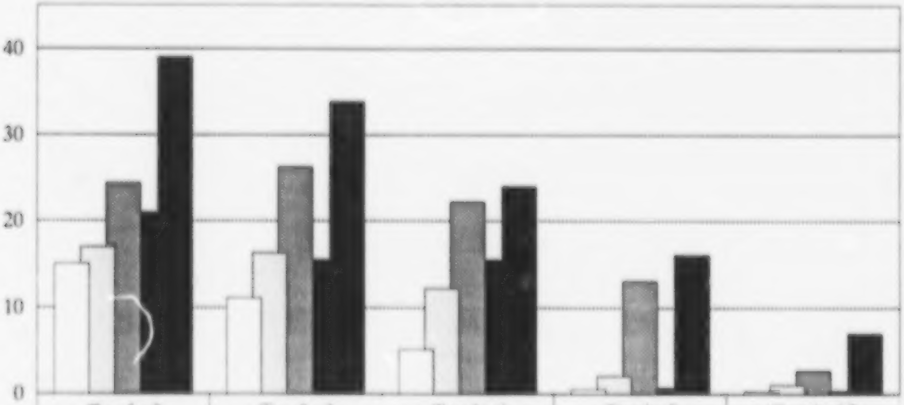
Percentage of Students Participating in Chapter 1 Program	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
Kindergarten	11.5%	9.6%	12.5%	13.7%	8.1%	29.0%
Grade 1	18.3%	15.3%	16.7%	24.4%	20.5%	39.0%
Grade 2	18.0%	15.7%	20.0%	23.4%	17.7%	35.4%
Grade 3	18.5%	13.8%	18.8%	26.8%	22.1%	35.8%
Grade 4	16.2%	11.1%	16.3%	26.3%	15.5%	33.8%
Grade 5	15.1%	8.7%	14.6%	24.8%	18.2%	31.6%
Grade 6	12.0%	5.2%	12.2%	22.2%	15.5%	24.0%
Grade 7	9.0%	4.1%	8.1%	16.2%	11.4%	19.7%
Grade 8	7.3%	3.1%	7.9%	15.4%	1.9%	19.4%
Grade 9	4.7%	0.6%	2.1%	13.0%	0.7%	16.0%
Grade 10	3.1%	0.5%	2.1%	5.6%	0.7%	13.2%
Grade 11	2.4%	0.2%	1.4%	5.1%	0.6%	9.9%
Grade 12	1.6%	0.3%	1.1%	2.7%	0.4%	7.0%

Notes: Schools in the 75 to 100 percent category include Chapter 1 Schoolwide Programs.

* = fewer than 20 sample cases in cell.

Source: Prospects, Chapter 1 District Coordinator

Exhibit 3.3: Percentage of Students Participating in Chapter 1
by Grade and School Poverty Concentration



	Grade 1	Grade 4	Grade 6	Grade 9	Grade 12
0-19% ☐	15	11	5	1	0
20-39% ☐	17	16	12	2	1
40-59% ▨	24	26	22	13	3
60-74% ■	21	16	16	1	0
75-100% ■	39	34	24	16	7

Schools' Dependence on Chapter 1 Funding

As reported by school principals, Chapter 1 funding supports nearly 8 percent of total school staff resources (measured in terms of full-time-equivalent positions or FTEs) on average, across all categories of school poverty (see exhibit 3.4).

As expected, the high-poverty schools are much more heavily dependent on Chapter 1, with about one-sixth of total staff resources paid for with Chapter 1 monies. In low-poverty schools, only about 2.5 percent of the staff resources are funded by Chapter 1 (see exhibit 3.5).

Exhibit 3.4: Average Percentage of Total School Staff (in FTEs) Paid with Chapter 1 Funds by School Poverty Concentration

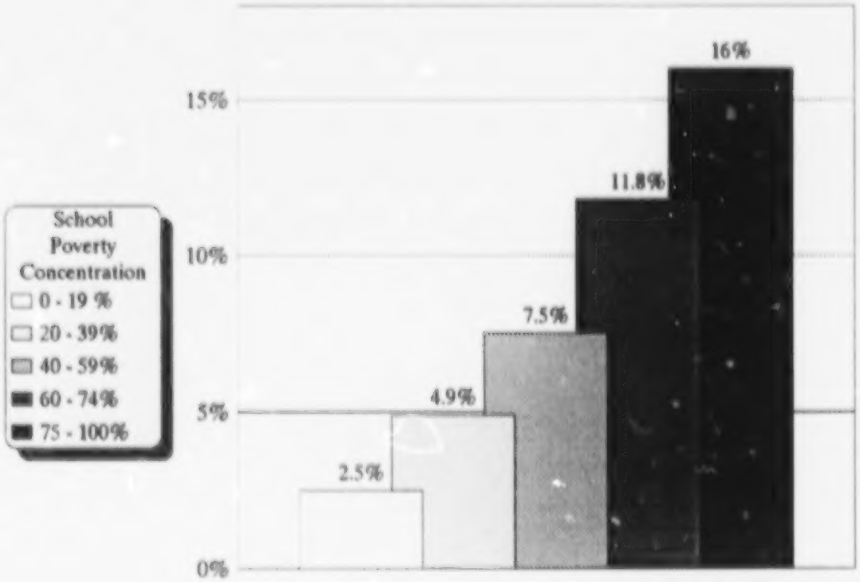


Exhibit 3.5: School Dependence on Chapter 1 by School Poverty Concentration: 12-Month Follow-up Study
(Student Weighted Means)

School Dependence on Chapter 1	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
Percentage of total school staff (in FTEs) paid for with Chapter 1 funds	7.8%	2.5%	4.9%	7.5%	11.8%	16.0%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

Schools in the 75 to 100 percent category include Chapter 1 Schoolwide Programs.

* = fewer than 20 sample cases in cell.

Source: Prospects, Characteristics of Schools and Programs

School Staffing

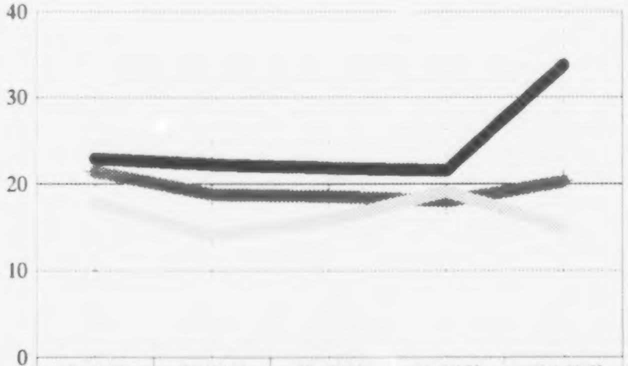
Students-to-Staff Ratios

On average, low-poverty schools have a somewhat higher ratio of students to total school staff and teaching staff (including instructional, noninstructional, and administrative staff) than do high-poverty schools (see exhibits 3.6 and 3.7). There are nearly 18 students per staff member in low-poverty schools, compared with about 15 students to each staff member in high-poverty schools.

No sizable differences were observed across categories of school poverty concentration in the ratios of students to all instructional staff (i.e., regular classroom teachers plus aides and other instructional staff). However, when the ratio of students to only regular classroom teachers is examined, the ratio is lower in the low-poverty schools. On average, there are about 23 students per classroom teacher in the low-poverty schools, compared with nearly 34 students per classroom teacher in high-poverty schools.

Consequently, it appears that although high-poverty schools have more total staff per student than low-poverty schools, class sizes for professional teaching staff are, on average, about 50 percent larger in high-poverty schools. This difference is primarily the result of an increased availability of support staff (e.g., counselors, psychologists, teaching aides) in high-poverty schools.

Exhibit 3.6: Average Student to Staff Ratios by School Poverty Concentration



	0-19%	20-39%	40-59%	60-74%	75-100%
Students to Total Staff	18	14	16	19	15
Students to Total Instructional Staff ■	21	19	19	18	20
Students to Regular Teachers ■	23	22	22	22	34

School Poverty Concentration

Exhibit 3.7: Average Students to Staff Ratios by School Poverty Concentration: 12-Month Follow-up Study

(Student Weighted Means)

Ratios	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
Students to all staff	16.1	17.8	14.1	15.8	19.2	14.9
Students to all instructional staff	19.5	21.4	18.8	18.6	18.0	20.3
Students to all regular teachers	19.4	22.9	22.2	21.8	21.5	33.8
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

Schools in the 75 to 100 percent category include Chapter 1 Schoolwide Programs.

* = fewer than 20 sample cases in cell.

Source: Prospects, Characteristics of Schools and Programs

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Staffing Patterns

This section examines school staffing patterns in more detail using data provided by school principals. On average, regular classroom teachers account for a higher proportion of staff in low-poverty schools (68 percent) than in high-poverty schools (56 percent).

Instructional aides account for 13 percent of the staff in high-poverty schools, compared with 8 percent in low-poverty schools. The figures for other support staff—compensatory education teachers and aides, special education staff, social workers, parent liaisons, counselors, psychologists, and media specialists—are 27 percent in high-poverty schools and 17 percent in low-poverty ones. This difference almost certainly reflects the additional support provided to high-poverty schools for the full range of compensatory educational services to ameliorate the educational disadvantagement of their students. In general, however, these additional staff do not completely offset the considerable differences by category of school poverty found in the ratios of students to regular classroom teachers.

Exhibit 3.8: School Staffing Pattern by School Poverty Concentration

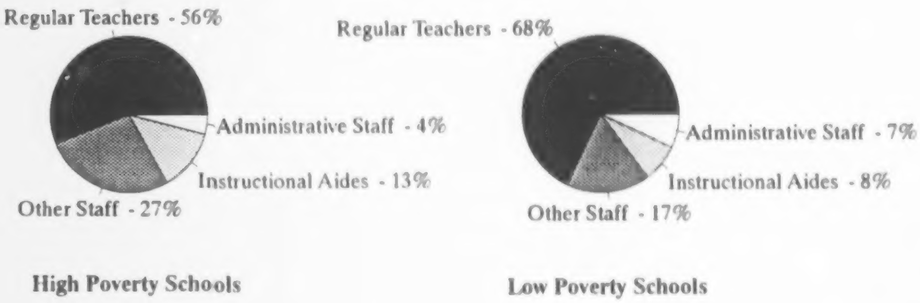


Exhibit 3.9: School Staffing Pattern by School Poverty Concentration: 12-Month Follow-up Study

(Student Weighted Column Percentages)

Staffing Patterns	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
Percentage of Total School Staff That Are:						
Regular classroom teachers	65.0%	68.0%	66.0%	65.0%	62.0%	56.0%
Teacher aides	12.1%	8.6%	10.5%	13.0%	19.9%	12.6%
Administrative staff	5.2%	6.9%	4.9%	4.7%	3.0%	4.5%
Other staff	17.7%	16.5%	18.6%	17.3%	15.1%	26.9%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

Schools in the 75 to 100 percent category include Chapter 1 Schoolwide Programs.

* = fewer than 20 sample cases in cell.

Source: Prospects, Characteristics of Schools and Programs

Students' Mobility

High rates of mobility among students can decrease the ability of a school to meet students' educational needs. To examine this issue, school principals were asked to provide information on the number of students who transferred out of their school both during the 1990-91 school year and between the end of the 1990-91 school year and the start of the 1991-92 school year (i.e., over the summer).

As shown in exhibits 3.10 and 3.11, about 20 percent of students transferred over the course of the combined 12-month period, with large differences observed in students' mobility rates across categories of school poverty. On average, about 14 percent of students in low-poverty schools transfer over the year, compared with 34 percent of the students in the schools having the highest poverty concentration.

Exhibit 3.10: Percentage of Students Who Transfer between Schools in a 12-month Period by School Poverty Concentration

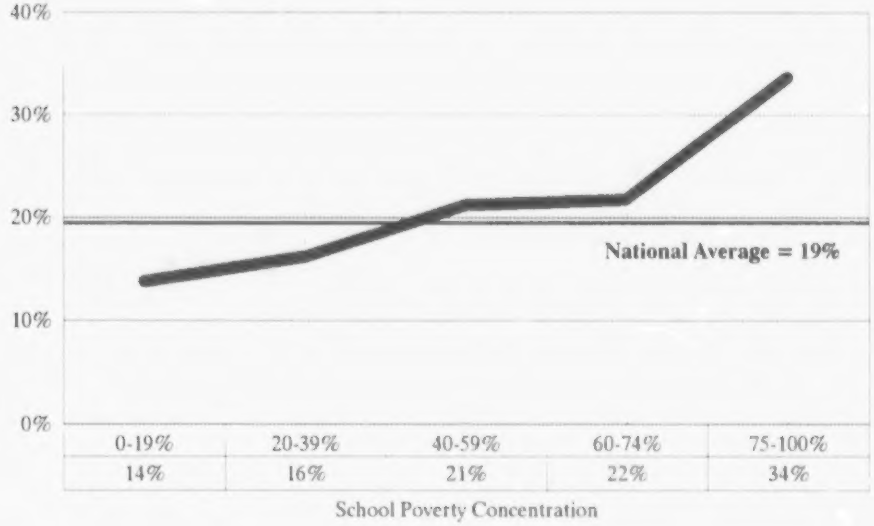


Exhibit 3.11: Students' Mobility Rates by School Poverty Concentration: 12-Month Follow-up Study

(Student Weighted Means)

Students' Mobility	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
Percentage of students who transferred out of school during the school year	10.9%	7.7%	8.9%	13.4%	11.3%	21.5%
Percentage of students who transferred out of school over the summer	7.8%	5.8%	6.7%	7.6%	10.8%	12.7%
Percentage of students who transferred over the past 12 months	19.0%	13.8%	16.2%	21.2%	21.8%	33.7%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Characteristics of Schools and Programs

Use of Time by Regular Classroom Instructional Staff

Classroom teachers were asked to indicate the portion of their weekly time spent on instructional and noninstructional activities (including tasks related to students' social or personal development, behavior management, and classroom management). On average, the teachers report spending slightly over two-thirds of their time on direct instruction, with little variation by school poverty, grade level, or subject area (exhibit 3.12).

Exhibit 3.12: Allocation Of Teachers' Time by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

		School Poverty Concentration				
Allocation Of Teachers' Time	TOTAL	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
English Teacher						
Academic instruction	69.7%	71.1%	69.3%	71.2%	69.6%	71.4%
Noninstructional task	30.3%	28.9%	30.7%	28.8%	30.4%	28.6%
3rd Grade Cohort						
English Teacher						
Academic instruction	70.4%	70.1%	69.3%	70.7%	70.1%	73.5%
Noninstructional task	29.6%	29.9%	30.7%	29.3%	29.9%	26.5%
Math Teacher						
Academic instruction	70.0%	70.0%	70.1%	69.2%	66.4%	71.4%
Noninstructional task	30.0%	30.0%	29.9%	30.8%	35.6%	28.6%
7th Grade Cohort						
English Teacher						
Academic instruction	68.3%	67.1%	67.8%	69.4%	71.3%	67.8%
Noninstructional task	31.7%	32.9%	32.2%	30.6%	28.7%	32.0%
Math Teacher						
Academic instruction	69.0%	65.8%	71.5%	69.4%	70.7%	61.7%
Noninstructional task	31.0%	34.2%	28.5%	30.6%	29.3%	38.3%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

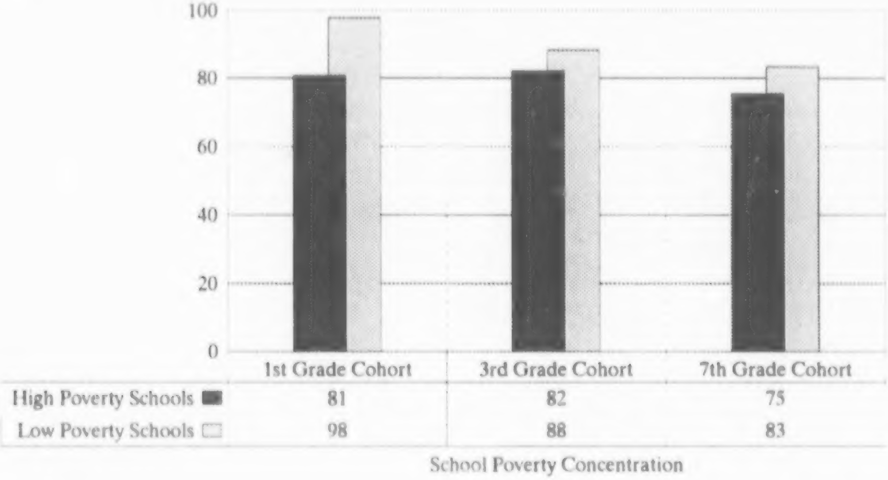
Source: Prospects, Classroom Teacher Questionnaire

School Governance

Control over School Policies

Recent efforts to reform schools have often included a shift to site-based management of school policies. To examine this issue, school principals were asked to indicate the extent to which administrators and teachers have control over a variety of important instructional and administrative decisions. Issues included such critical matters as students' promotion and retention, procedures for selecting students for special assistance, instructional grouping, staff performance assessments, selection of instructional materials, and use of school funds (exhibit 3.13).

Exhibit 3.13: Percentage of Students in Schools Where School Staff Have Control over Student Promotion and Retention Policies by School Poverty Concentration and Grade Cohort



According to ***Prospects*** study data, principals perceive that school staff have control over many of the decisions that affect the day-to-day administration of their school. Moreover, there appears to be relatively little variation in perceptions about the locus of control across categories of school poverty concentration. As shown in exhibit 3.14, a modest degree of variability by grade and level of school poverty was observed in control over student promotion and retention policies.

Exhibit 3.14: Percentage of Students in Schools Where School Staff Control Instructional Policies by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

		School Poverty				
Staff Control over School Policies	TOTAL	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Student promotion/retention policies	88.6%	97.9%	77.3%	85.3%	98.8%	80.7%
Assessment of staff performance	78.9%	84.3%	73.4%	78.3%	77.5%	59.6%
Use of school funds for instructional equipment/supplies	*	*	*	*	*	*
Texts and materials used in class	80.4%	86.5%	81.9%	69.2%	85.8%	79.9%
Selecting methods for strudent assessment	93.6%	70.4%	78.9%	74.3%	79.5%	67.3%
Selecting students for special or remedial services	91.2%	87.2%	96.3%	93.9%	95.6%	85.1%
Selecting teachers to provide special or remedial services	78.3%	77.3%	73.6%	77.3%	82.7%	78.4%
Determining whether students will be grouped in classes by ability	88.3%	94.7%	90.7%	77.7%	89.9%	89.7%
3rd Grade Cohort						
Student promotion/retention policies	88.6%	88.3%	94.7%	84.7%	*	82.1%
Assessment of staff performance	75.2%	71.9%	86.1%	65.3%	78.9%	62.1%
Use of school funds for instructional equipment/supplies	*	*	*	*	*	*
Texts and materials used in class	82.1%	88.5%	81.3%	73.9%	85.8%	82.0%
Selecting methods for strudent assessment	74.9%	71.3%	78.4%	72.3%	85.4%	69.2%
Selecting students for special or remedial services	91.2%	90.1%	94.9%	92.7%	*	86.2%
Selecting teachers to provide special or remedial services	81.1%	83.0%	76.0%	76.9%	94.7%	77.4%
Determining whether students will be grouped in classes by ability	90.5%	95.6%	91.7%	78.0%	97.1%	91.0%
7th Grade Cohort						
Student promotion/retention policies	81.0%	83.4%	*	79.8%	81.8%	75.3%
Assessment of staff performance	84.3%	87.7%	88.0%	66.0%	94.3%	*
Use of school funds for instructional equipment/supplies	*	*	*	*	*	*
Texts and materials used in class	93.3%	94.4%	96.5%	95.3%	54.3%	96.4%
Selecting methods for strudent assessment	85.7%	94.3%	82.3%	85.0%	55.6%	96.4%
Selecting students for special or remedial services	91.3%	94.5%	96.4%	84.8%	*	96.4%
Selecting teachers to provide special or remedial services	85.3%	88.8%	89.1%	79.2%	55.6%	*
Determining whether students will be grouped in classes by ability	91.9%	89.3%	94.3%	*	33.8%	*
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status

* = fewer than 20 sample cases in cell

Source: Prospects, Principal Questionnaire

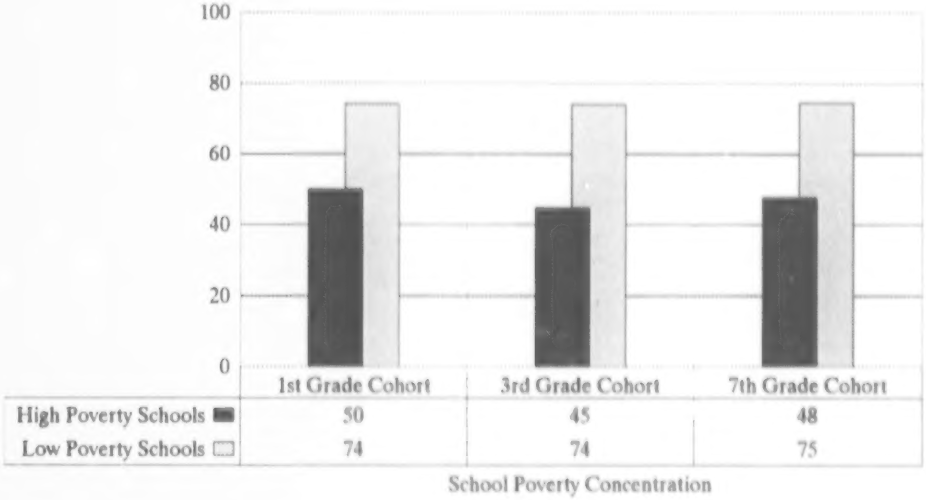
Teachers' Involvement in Decision Making

Teachers were also asked the extent to which they have influence over a variety of school-related policies and procedures. The largest differences by level of school poverty are noted in the area of establishing curriculum (exhibits 3.15 and 3.16).

Approximately 60 percent of students in this study have teachers who report having influence over classroom curriculum in both math and reading/language arts/English. Across all three grade cohorts, however, students in high-poverty schools are markedly less likely to have teachers who report having such control than are the teachers of students in low-poverty schools. For example, the reading/language arts or English teachers of about half the students in high-poverty schools feel they have influence over their curriculum, compared with about three-fourths of teachers in low-poverty schools.

Distributions of responses for math teachers were very similar to those for reading/language arts or English teachers.

Exhibit 3.15: Percentage of Students whose Reading/Language Arts or English Teachers Feel They Have Influence over Curriculum Choices by School Poverty Concentration and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
High Poverty Schools ■	50	45	48
Low Poverty Schools ☐	74	74	75

Exhibit 3.16: Percentage of Students whose Teachers Feel They Have Influence over Curriculum by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Teacher Influence over Curriculum	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Reading/language arts teacher	60.6%	74.2%	68.4%	56.8%	62.1%	49.9%
3rd Grade Cohort						
Reading/language arts teacher	58.2%	74.0%	74.0%	52.3%	52.7%	44.7%
Math teacher	55.7%	74.6%	73.4%	48.7%	45.2%	42.8%
7th Grade Cohort						
Reading/language arts/English teacher	61.7%	74.5%	67.2%	54.9%	38.6%	47.6%
Math teacher	61.2%	67.0%	68.1%	64.4%	27.2%	35.5%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

Parental Contact With School

School-Initiated Contacts

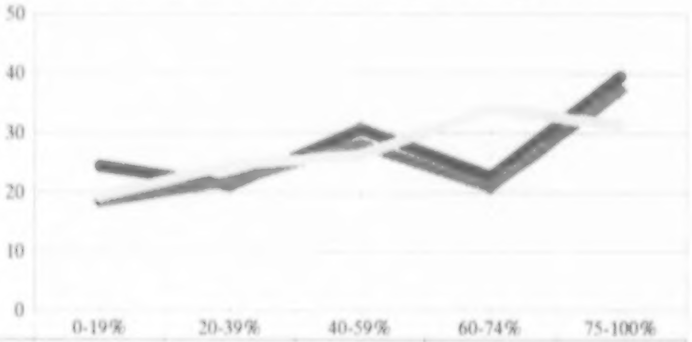
Many people consider parental involvement with their children's education to be an important part of the effort to increase opportunities to learn, especially for disadvantaged students. Consequently, parents of students in this study were asked the extent to which they had been contacted by their child's school regarding a variety of school-related topics, including students' academic performance, behavior, attendance/ tardiness, and health (exhibits 3.17 and 3.18).

There are few (if any) meaningful differences between high- and low-poverty schools in the incidence of positive contact between teachers and parents regarding students' academic or behavioral performance, but there are differences across grades. For example, the parents of about half of the students in the first- and third-grade cohorts report being contacted about their child's good academic performance, compared to 36 percent of the parents of students in the seventh-grade cohort.

There are also small differences between students attending low- and high-poverty schools in the extent to which schools inform parents about school programs or services. But the extent of such contact appears to decline between the elementary and middle/intermediate grades (42 percent vs. 29 percent).

The one major difference observed across school poverty categories appears to be related to negative school contacts (i.e., those calling attention to students' poor academic performance, behavior or discipline problems, class cutting, and absenteeism or tardiness). Parents of children in high-poverty schools are generally more likely to report having heard from the teachers or administrators of their child's school about such concerns than are the parents of children in low-poverty schools.

Exhibit 3.17: Percentage of Parents Who Were Contacted by their Child's School about Behavioral Problems by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort	19	25	26	34	31
3rd Grade Cohort ■	19	22	28	21	37
7th Grade Cohort ■	24	21	31	23	40

School Poverty Concentration

Exhibit 3.18: Parental Contact with School by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Reasons for School Contact About Student	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Good academic performance	52.2%	49.5%	51.7%	48.4%	57.7%	53.1%
School programs/services	42.2%	39.2%	41.4%	42.8%	43.3%	44.3%
Positive student behavior	39.6%	38.6%	38.3%	37.8%	42.0%	40.3%
Poor academic performance	20.1%	13.3%	16.7%	21.7%	28.3%	28.7%
Student behavior problems	25.9%	19.3%	24.7%	26.3%	34.1%	31.2%
Attendance/tardiness	5.4%	2.6%	4.3%	5.2%	8.3%	11.4%
Skipping/cutting class	0.5%	0.0%	*	*	*	1.2%
Discipline problems	14.6%	9.5%	13.9%	14.7%	21.2%	19.2%
Health problems	21.9%	21.2%	21.3%	21.6%	24.5%	22.6%
Missing data	19.9	13.8	12.9	21.3	24.0	33.6
3rd Grade Cohort						
Good academic performance	49.5%	49.1%	50.1%	47.7%	45.7%	51.4%
School programs/services	42.2%	39.6%	43.2%	44.1%	40.0%	45.2%
Positive student behavior	37.5%	36.7%	39.4%	34.9%	32.5%	38.4%
Poor academic performance	24.1%	21.6%	24.2%	27.5%	21.1%	34.4%
Student behavior problems	23.3%	18.5%	21.9%	28.2%	20.9%	37.2%
Attendance/tardiness	4.6%	3.4%	4.0%	4.1%	6.5%	9.4%
Skipping/cutting class	0.7%	*	*	*	*	2.2%
Discipline problems	13.1%	9.7%	12.1%	16.9%	11.7%	13.6%
Health problems	18.5%	18.6%	17.0%	21.7%	15.6%	24.1%
Missing data	23.7	16.2	19.1	30.7	22.3	34.3
7th Grade Cohort						
Good academic performance	36.2%	34.2%	35.7%	38.2%	40.8%	38.6%
School programs/services	28.9%	28.7%	29.4%	28.0%	25.7%	32.7%
Positive student behavior	24.5%	23.2%	25.1%	25.5%	22.3%	26.1%
Poor academic performance	33.4%	32.4%	29.0%	33.1%	35.2%	34.9%
Student behavior problems	25.4%	24.4%	21.2%	30.7%	22.7%	39.5%
Attendance/tardiness	13.1%	11.0%	13.0%	14.1%	11.1%	23.0%
Skipping/cutting class	4.6%	3.2%	4.0%	5.7%	4.4%	11.9%
Discipline problems	16.7%	14.9%	14.2%	21.6%	16.3%	24.4%
Health problems	15.1%	14.9%	14.3%	16.3%	16.4%	15.0%
Missing data	25.8	21.5	20.1	24.1	41.6	42.3
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Parent Questionnaire

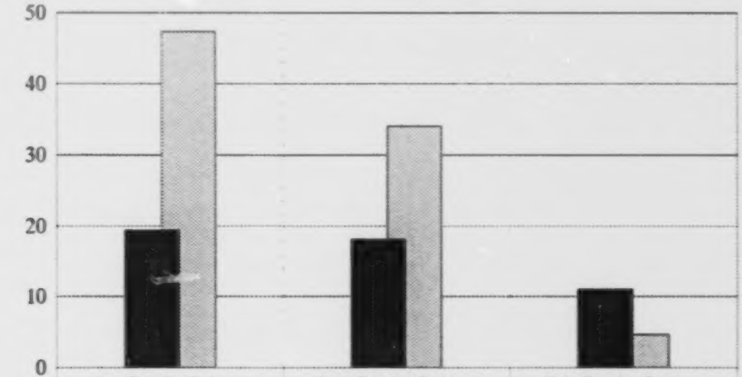
Parental Involvement in School Activities

Parents were also asked about the extent to which they were involved in their child's school during the previous year, including their participation in the PTA, school governance committees, and fund-raising activities, or as a school or classroom volunteer.

In general, parental participation drops between the elementary and middle/intermediate grades, particularly in the areas of PTA participation (from 40 percent to 27 percent), fund-raising activities (from over 50 percent to 34 percent), and serving as a school or classroom volunteer (from 25 or 30 percent to 6 percent).

For most parental involvement activities participation rates for the parents of children in high- and low-poverty schools differ, especially for students in the seventh-grade cohort. However, the parents of students in the first- and third-grade cohorts in high-poverty schools are less likely to be involved in the PTA or in fund-raising activities for their child's school, or to serve as a school or classroom volunteer. (exhibits 3.19 and 3.20). These data may, however, be affected by the differential response rates noted in exhibit 3.20.

Exhibit 3.19: Percentage of Students whose Parents Serve as a School or Classroom Volunteer by School Poverty Concentration and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
High Poverty Schools ■	19	18	11
Low Poverty Schools □	47	34	5

School Poverty Concentration

Exhibit 3.20: Parental School Involvement by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Parental Involvement in School Activities	TOTAL	School Poverty Concentration 0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Parent-Teacher Association (PTA)	39.4%	46.3%	39.3%	37.3%	34.6%	35.3%
Parent advisory committee	7.8%	7.4%	6.9%	7.4%	6.7%	12.2%
Fund raising	51.4%	64.6%	50.0%	51.3%	39.5%	42.1%
Class/school volunteer	31.4%	47.3%	30.8%	20.3%	26.1%	19.4%
Chapter 1 aide	4.8%	5.3%	4.3%	3.9%	5.0%	6.1%
School governing board	5.1%	6.9%	4.5%	4.0%	3.6%	4.1%
After school program	8.9%	11.4%	9.6%	8.8%	5.7%	7.1%
Missing data	19.5	13.5	12.6	21.4	22.9	33.2
3rd Grade Cohort						
Parent-Teacher Association (PTA)	40.1%	46.7%	38.2%	37.1%	35.4%	35.8%
Parent advisory committee	8.1%	6.5%	8.4%	7.8%	6.7%	12.2%
Fund raising	53.3%	61.9%	51.9%	52.1%	41.5%	41.1%
Class/school volunteer	25.1%	34.0%	22.0%	17.5%	20.7%	18.1%
Chapter 1 aide	4.3%	3.6%	3.6%	2.8%	4.0%	6.3%
School governing board	5.5%	6.2%	4.5%	6.9%	3.5%	5.4%
After school program	11.9%	13.8%	12.9%	6.9%	8.4%	9.8%
Missing data	23.8	16.8	19.5	30.3	23	33.4
7th Grade Cohort						
Parent-Teacher Association (PTA)	26.8%	27.4%	26.2%	22.5%	36.9%	36.4%
Parent advisory committee	7.8%	7.6%	7.8%	6.2%	11.0%	13.3%
Fund raising	33.5%	35.0%	36.6%	25.6%	37.0%	33.0%
Class/school volunteer	5.7%	4.6%	6.5%	4.9%	4.6%	11.0%
Chapter 1 aide	1.6%	*	1.4%	1.3%	5.3%	5.0%
School governing board	3.0%	4.6%	2.5%	2.0%	1.4%	4.0%
After school program	11.8%	12.0%	12.9%	8.5%	17.8%	6.6%
Missing data	25.7	21.4	20.1	23.7	42.1	41.9
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Parent Questionnaire

School Climate

School climate can powerfully influence students' educational progress directly or indirectly (through the mediating influence of teachers and/or parents).

Perspective of Instructional Staff

Teachers were asked to indicate their attitudes about a variety of school characteristics including staff values and beliefs, student discipline, administrative burdens, and school leadership (exhibit 3.21). These data show that although many teachers have positive feelings toward their school, fellow teachers and

Exhibit 3.21: Percentage of Students with Teachers Having Certain Attitudes Toward Their School by Type of Teacher, School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

		School Poverty Concentration				
Reading/Language Arts/English Teachers	TOTAL	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Colleagues share belief and values	70.1%	83.6%	79.2%	69.7%	70.6%	58.7%
Students' misbehavior interferes with teaching	17.9%	9.7%	13.8%	17.1%	20.1%	23.9%
Principal sets priorities, makes and implements plans	62.8%	63.8%	64.1%	70.8%	56.4%	60.9%
School goals and priorities are clear	67.5%	75.6%	70.0%	77.4%	63.3%	59.4%
School administration support and encourage staff	66.1%	73.5%	61.4%	78.0%	63.9%	60.0%
Teachers in school learn and seek new ideas	72.1%	84.1%	69.7%	80.0%	68.1%	65.7%
Staff maintain high standards	76.1%	85.5%	75.7%	78.5%	70.5%	74.7%
I look forward to each working day at this school	74.6%	82.7%	78.9%	75.9%	67.7%	71.4%
Principal is interested in innovation and new ideas	73.4%	75.8%	67.6%	81.5%	70.0%	73.8%
3rd Grade Cohort						
Colleagues share belief and values	67.4%	69.2%	71.3%	68.0%	62.0%	65.4%
Students' misbehavior interferes with teaching	22.8%	15.0%	16.1%	26.5%	21.2%	30.8%
Principal sets priorities, makes and implements plans	59.1%	54.7%	54.8%	59.1%	69.7%	62.1%
School goals and priorities are clear	59.8%	55.6%	64.8%	54.7%	55.9%	62.6%
School administration support and encourage staff	65.5%	70.7%	58.2%	71.1%	75.1%	58.7%
Teachers in school learn and seek new ideas	67.3%	78.0%	69.4%	72.1%	65.8%	58.3%
Staff maintain high standards	70.9%	75.7%	75.4%	74.6%	74.5%	60.8%
I look forward to each working day at this school	72.2%	85.3%	75.3%	68.4%	79.5%	62.5%
Principal is interested in innovation and new ideas	74.0%	78.5%	70.3%	76.7%	81.3%	67.6%
7th Grade Cohort						
Colleagues share belief and values	58.2%	57.3%	53.4%	59.0%	65.4%	69.6%
Students' misbehavior interferes with teaching	27.1%	21.4%	35.7%	21.1%	18.1%	33.7%
Principal sets priorities, makes and implements plans	56.3%	63.8%	49.8%	57.0%	60.2%	56.5%
School goals and priorities are clear	52.3%	45.5%	58.3%	47.6%	61.0%	57.7%
School administration support and encourage staff	58.7%	69.3%	54.8%	54.1%	54.9%	63.5%
Teachers in school learn and seek new ideas	50.7%	48.2%	47.6%	52.0%	61.9%	57.4%
Staff maintain high standards	63.1%	68.9%	54.3%	66.7%	65.4%	68.0%
I look forward to each working day at this school	62.5%	75.2%	54.9%	65.1%	61.8%	51.8%
Principal is interested in innovation and new ideas	61.2%	57.0%	52.3%	68.2%	64.2%	78.0%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

administrators, a relatively large proportion of teachers at all grade levels appear to have concerns about their current school. For example, 40 to 50 percent of teachers do *not* believe that their school has clearly established goals and priorities or has a principal who makes and implements plans, or who supports and encourages staff. About 25 to 35 percent of teachers also believe that their colleagues do not maintain high standards or seek to learn new ideas for use in their classrooms.

Examining the data by category of school poverty concentration does not suggest any systematic relationships on most dimensions, as the proportions holding positive and negative perceptions vary considerably across the categories of school poverty. The most consistent pattern, which holds true across grades and subject areas, is that teachers in high-poverty schools are generally much more likely than teachers in low-poverty schools to feel that students' misbehavior interferes with their teaching. This difference might account for the previously noted higher incidence of school contacts about students' behavior problems in high-poverty schools.

Exhibit 3.21 (Continued): Percentage of Students with Teachers Having Certain Attitudes Toward Their School by Type of Teacher, School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

		School Poverty Concentration				
Math Teachers	TOTAL	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Colleagues share belief and values	66.4%	65.9%	72.4%	66.7%	60.6%	64.3%
Students' misbehavior interferes with teaching	20.0%	11.3%	11.8%	24.8%	18.0%	29.0%
Principal sets priorities, makes and implements plans	58.6%	53.9%	54.7%	60.9%	58.3%	61.3%
School goals and priorities are clear	58.2%	54.8%	66.3%	53.5%	47.3%	62.3%
School administration support and encourage staff	64.3%	67.7%	60.4%	68.9%	70.0%	58.9%
Teachers in school learn and seek new ideas	67.9%	77.0%	67.9%	72.5%	68.2%	60.1%
Staff maintain high standards	69.8%	76.8%	73.7%	73.4%	70.6%	60.7%
I look forward to each working day at this school	70.8%	82.8%	75.6%	67.0%	77.6%	60.0%
Principal is interested in innovation and new ideas	72.5%	77.0%	68.5%	74.0%	80.3%	66.9%
7th Grade Cohort						
Colleagues share belief and values	54.5%	59.4%	59.3%	49.1%	45.5%	49.4%
Students' misbehavior interferes with teaching	31.4%	18.0%	30.3%	30.3%	46.8%	57.6%
Principal sets priorities, makes and implements plans	46.4%	52.3%	42.4%	46.6%	51.7%	44.5%
School goals and priorities are clear	44.6%	51.4%	43.9%	41.9%	40.5%	43.1%
School administration support and encourage staff	52.3%	70.9%	46.0%	54.9%	32.8%	37.3%
Teachers in school learn and seek new ideas	41.8%	52.8%	44.6%	27.6%	45.9%	48.5%
Staff maintain high standards	56.8%	72.1%	59.4%	44.9%	46.3%	56.1%
I look forward to each working day at this school	55.5%	72.4%	54.5%	51.7%	26.1%	50.3%
Principal is interested in innovation and new ideas	57.4%	70.8%	61.1%	48.0%	53.4%	45.5%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

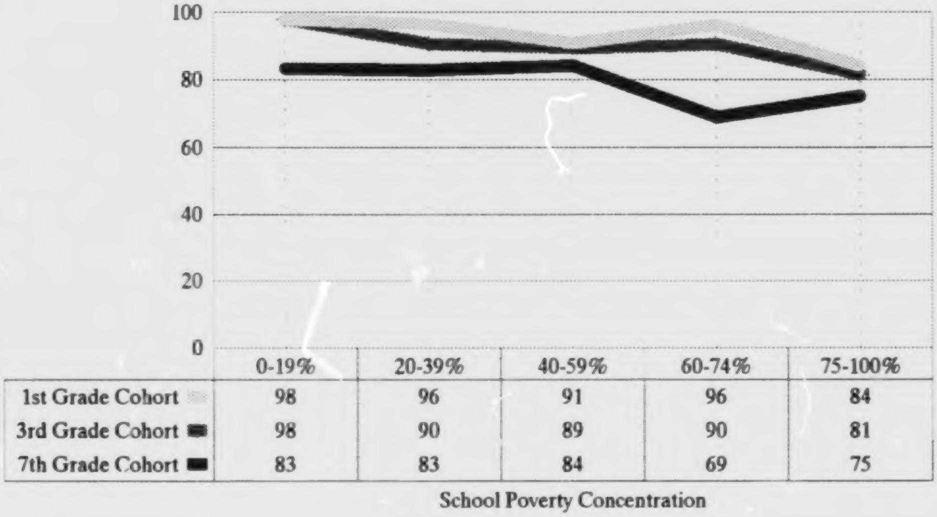
Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

The teachers were also asked to rate the degree of cooperation or conflict between school staff and parents (exhibits 3.22 and 3.23). In general, teachers of about 88 percent of the students reported that parents are cooperative. However, across grade levels and subject areas, teachers in high-poverty schools are somewhat less likely to report a cooperative relationship with parents than are teachers in low-poverty schools. This difference in teachers' attitudes at high- and low-poverty schools is especially large (24 percentage points) for math teachers of students in the seventh-grade cohort.

Exhibit 3.22: Percentage of Students whose Reading/Language Arts/English Teachers Report a Cooperative Relationship between School Staff and Parents by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort ░	98	96	91	96	84
3rd Grade Cohort ▬	98	90	89	90	81
7th Grade Cohort ■	83	83	84	69	75

Exhibit 3.23: Percentage of Students whose Teachers Believe That School and Parents Cooperate by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Teachers' Assessment of Parents' Cooperation	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Reading/language arts/English teachers	91.9%	97.9%	96.4%	90.7%	96.2%	83.9%
3rd Grade Cohort						
Reading/language arts/English teachers	88.7%	97.9%	90.4%	89.2%	90.4%	81.2%
Math teachers	88.4%	97.3%	90.7%	89.7%	87.7%	81.3%
7th Grade Cohort						
Reading/language arts/English teachers	81.6%	83.1%	82.7%	84.1%	68.9%	75.2%
Math teachers	87.8%	96.2%	93.4%	81.7%	84.3%	72.0%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

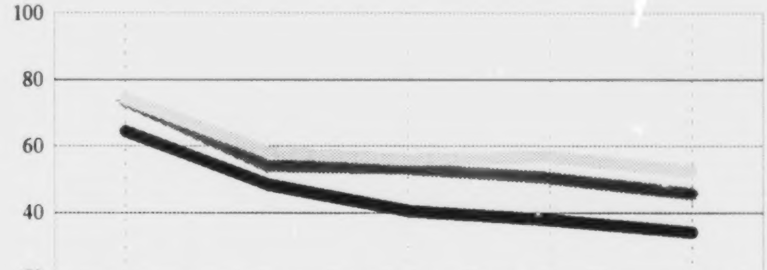
Source: Prospects, Classroom Teacher Questionnaire

Perspective of Parents

Parents were asked to provide an overall rating of their child's school. The parents of most students feel very good about their child's school, typically rating their child's school as "above average." However, the parents of children in high-poverty schools were less likely to rate their child's school as above average than were the parents of students in low-poverty schools (see exhibits 3.24 and 3.25).

Moreover, the largest differences across categories of school poverty are noted for the parents of students in the seventh-grade cohort; parents of students in low-poverty schools were nearly twice as likely to rate their child's school above average as were the parents of children in high-poverty schools.

Exhibit 3.24: Percentage of Parents who Rate their Child's School as "Above Average" by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort ░	74	58	56	57	52
3rd Grade Cohort ▒	74	54	53	50	46
7th Grade Cohort ■	65	48	41	38	34

School Poverty Concentration

Exhibit 3.25: Parents' Rating of Their Child's School by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Parents' Rating of Child's School	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Well above average	19.4%	23.2%	17.4%	16.0%	18.7%	19.8%
Above average	42.1%	51.0%	40.8%	39.9%	37.9%	32.6%
Average	34.8%	24.4%	37.5%	39.9%	37.9%	43.2%
Below average	3.3%	*	3.6%	3.9%	5.2%	3.3%
Well below average	0.5%	*	*	*	*	1.1%
Missing data	18.6	13.6	11.8	20.0	22.3	30.6
3rd Grade Cohort						
Well above average	19.0%	25.5%	15.6%	15.1%	14.1%	17.6%
Above average	40.7%	48.2%	38.4%	38.0%	36.2%	28.0%
Average	36.4%	24.9%	41.4%	43.4%	44.2%	46.1%
Below average	3.3%	1.3%	3.8%	2.7%	5.3%	7.1%
Well below average	0.6%	*	*	*	*	1.2%
Missing data	23.1	16.0	19.1	30.1	22.0	31.9
7th Grade Cohort						
Well above average	11.7%	16.1%	10.0%	10.0%	12.3%	7.9%
Above average	38.1%	48.4%	38.4%	30.5%	25.5%	26.1%
Average	43.4%	32.2%	45.4%	49.4%	51.8%	53.7%
Below average	5.7%	2.9%	5.4%	8.4%	7.6%	11.0%
Well below average	1.0%	*	0.8%	1.8%	*	*
Missing data	25.3	21.2	19.7	23.2	40.7	41.8
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Parent Questionnaire

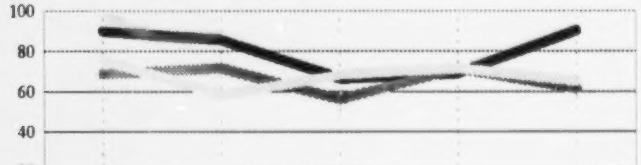
Teachers' Characteristics

Teachers' Certification, Education, and Experience

Across all three grade levels, more than 90 percent of students have regular math and reading/language arts/English teachers who have obtained a permanent regular teaching certificate (exhibits 3.26A and B and 3.27). There are essentially no differences in teacher certification across different levels of school poverty. Furthermore, Chapter 1 and regular classroom teachers exhibit comparable levels of professional certification.

Similarly, about two-thirds of students in the first- and third-grade cohort, and four-fifths of those in the seventh-grade cohort, have regular classroom teachers who obtained education beyond their baccalaureate degree. There are generally small differences in the extent to which regular classroom teachers have pursued an advanced degree across all categories of school poverty concentration. Chapter 1 teachers are, however, somewhat more likely to have obtained education beyond their undergraduate degree.

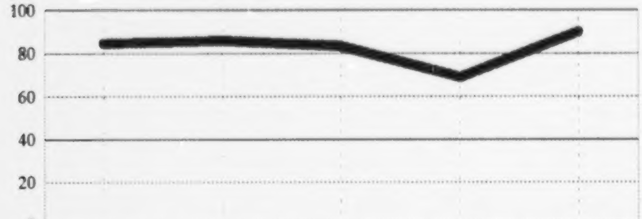
Exhibit 3.26A: Percentage of Students whose Reading/Language Arts/English Teachers Have Continued their Education beyond the Bachelor's Degree by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort □	76	58	68	72	65
3rd Grade Cohort ▨	69	72	56	71	61
7th Grade Cohort ■	90	85	66	69	90

School Poverty Concentration

Exhibit 3.26B: Percentage of 7th Grade Cohort Students whose Math Teachers Have Continued their Education beyond the Bachelor's Degree by School Poverty Concentration



	0-19%	20-39%	40-59%	60-74%	75-100%
7th Grade Cohort ■	85	86	83	69	90

School Poverty Concentration

Exhibit 3.27: Teachers' Certification and Education by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Teachers' Certification and Education	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Regular Reading/Language Arts/ English Teacher						
Permanent regular certification	95.9%	96.0%	93.6%	93.2%	99.1%	96.6%
Education beyond bachelor's	67.7%	75.6%	58.3%	68.3%	71.7%	65.2%
Chapter 1 Reading Teacher						
Permanent regular certification	89.1%	100.0%	94.5%	80.8%	95.2%	85.5%
Education beyond bachelor's	71.8%	100.0%	62.7%	87.9%	66.6%	67.6%
3rd Grade Cohort						
Regular Reading/Language Arts/ English Teacher						
Permanent regular certification	90.7%	89.2%	96.1%	89.0%	89.2%	84.4%
Education beyond bachelor's	66.7%	68.6%	71.5%	56.1%	71.3%	61.4%
Chapter 1 Reading Teacher						
Permanent regular certification	92.7%	100.0%	93.5%	93.6%	90.3%	92.6%
Education beyond bachelor's	84.9%	100.0%	87.0%	66.5%	89.2%	90.3%
7th Grade Cohort						
Regular Reading/Language Arts/ English Teacher						
Permanent regular certification	94.6%	98.9%	93.1%	90.0%	100.0%	98.3%
Education beyond bachelor's	82.0%	89.8%	85.4%	66.4%	69.2%	90.2%
Regular Math Teacher						
Permanent regular certification	93.0%	92.5%	92.8%	94.8%	96.6%	88.5%
Education beyond bachelor's	84.2%	84.5%	85.8%	83.1%	68.9%	90.0%
Chapter 1 Reading Teacher						
Permanent regular certification	94.6%	100.0%	92.3%	100.0%	79.2%	92.8%
Education beyond bachelor's	92.2%	100.0%	100.0%	94.7%	100.0%	79.2%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

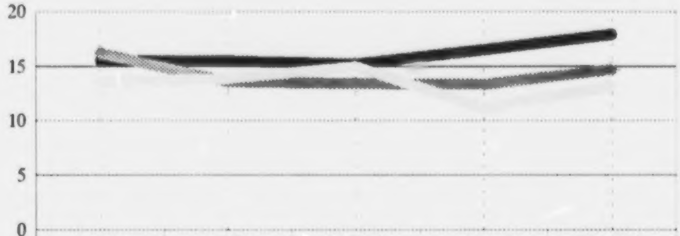
Teaching Experience

According to self-reports, there are essentially no differences in the teaching experience of regular classroom reading/language arts or English teachers in high- and low-poverty schools. However, the math teachers of students in low-poverty schools have had from 15 to 20 percent more experience than math teachers in high-poverty schools (exhibits 3.28 A and B and 3.29). For example, the regular classroom math teachers of students in the third-grade cohort attending low-poverty schools have had 16 years of experience in teaching, compared with 14 years experience for math teachers in high-poverty schools.

Chapter 1 instructional staff have generally had more teaching experience than regular classroom reading/language arts/English teachers.

There are essentially no differences across categories of school poverty in the average length of time teachers have spent at the school to which they are currently assigned. This finding is somewhat surprising, given the conventional wisdom about higher staff turnover in high-poverty schools.

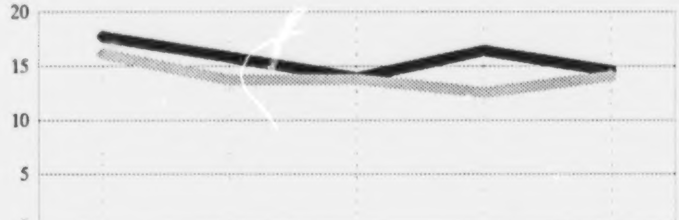
Exhibit 3.28A: Average Number of Years Teaching Experience of Reading/Language Arts/English Teachers by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort	14	14	15	11	13
3rd Grade Cohort ▨	16	14	13	13	15
7th Grade Cohort ■	16	16	15	17	18

School Poverty Concentration

Exhibit 3.28B: Average Number of Years of Teaching Experience of Math Teachers by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort ▨	16	14	14	13	14
7th Grade Cohort ■	18	16	14	16	15

School Poverty Concentration

Exhibit 3.29: Average Years of Teaching Experience by Subject Area, School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Means)

Average Years of Teaching Experience	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Reading/Language Arts/English Teachers						
Total teaching experience	13.3	13.6	13.9	15.0	11.1	13.2
Total years in school	8.3	7.9	9.2	9.8	6.8	8.0
Chapter 1 Reading Teachers						
Total teaching experience	15.2	24.1	15.9	16.2	12.3	15.9
3rd Grade Cohort						
Reading/Language Arts/English Teachers						
Total teaching experience	14.2	16.2	13.6	13.4	13.3	14.7
Total years in school	9.0	9.8	8.9	8.0	8.7	9.3
Math Teachers						
Total teaching experience	14.0	16.1	13.7	13.8	12.5	14.1
Total years in school	8.8	9.9	9.4	7.6	8.1	9.1
Chapter 1 Reading Teachers						
Total teaching experience	16.9	22.2	13.4	16.0	12.9	19.1
7th Grade Cohort						
Reading/Language Arts/English Teachers						
Total teaching experience	15.7	15.5	15.5	15.2	16.5	17.9
Total years in school	9.8	9.5	9.9	8.9	9.6	12.6
Math Teachers						
Total teaching experience	15.5	17.7	15.8	13.9	16.4	14.5
Total years in school	9.8	9.3	11.0	8.7	11.1	9.9
Chapter 1 Reading Teachers						
Total teaching experience	18.1	18.8	15.8	15.8	30.7	18.6
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

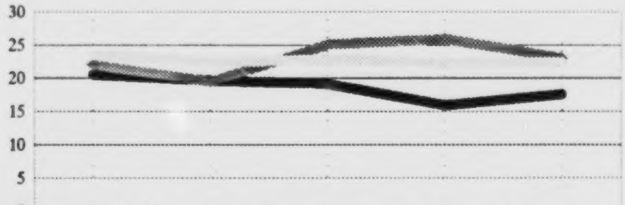
Staff Development

Many people consider staff development to be an important component of high-quality schools. Consequently, teachers were asked to report the amount of in-service training they had received in the previous 12 months that was provided by their school district, including workshops and other continuing education programs. Overall, the amount of staff development provided through in-service training is less than 24 hours per teacher per year.

There are only small differences in the amounts of in-service training received by the regular classroom math and reading/language arts/English teachers of students in the first- and third-grade cohorts (exhibits 3.30 A and B and 3.31). Students in the seventh-grade cohort in low-poverty schools are, however, taught by regular classroom math and English teachers who received an average of 15 to 20 percent more hours of staff development in the last year (4 hours more per year) than the teachers of students in high-poverty schools.

Chapter 1 teachers have similar patterns and levels of staff development as those observed for regular classroom teachers.

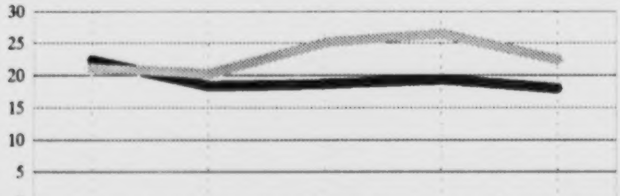
Exhibit 3.30A: Average Number of Hours of In-Service Training Received by Reading/Language Arts/English Teachers by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort	24	22	23	22	22
3rd Grade Cohort ▨	22	19	25	26	23
7th Grade Cohort ■	21	20	19	16	18

School Poverty Concentration

Exhibit 3.30B: Average Number of Hours of In-Service Training Received by Math Teachers by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort ▨	21	20	25	27	22
7th Grade Cohort ■	22	18	19	19	18

School Poverty Concentration

Exhibit 3.31: Average Hours of In-Service Training Last Year by Type of Teacher, School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Means)

Average Hours of In-Service Training Last Year	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Reading/language arts/English teachers	22.7	23.5	22.4	22.9	22.3	22.4
Chapter 1 reading teachers	22.0	18.7	22.6	26.2	19.2	22.1
3rd Grade Cohort						
Reading/language arts/English teachers	23.2	22.0	19.4	25.1	25.9	23.0
Math teachers	22.9	21.1	20.2	25.1	26.5	22.3
Chapter 1 reading teachers	24.2	20.9	19.2	26.8	27.3	23.0
7th Grade Cohort						
Reading/language arts/English teachers	19.2	20.5	19.6	19.1	15.9	17.6
Math teachers	19.3	22.3	18.3	18.7	19.4	17.9
Chapter 1 reading teachers	19.3	16.2	23.8	25.2	16.9	15.9
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

Regular Classroom Instruction

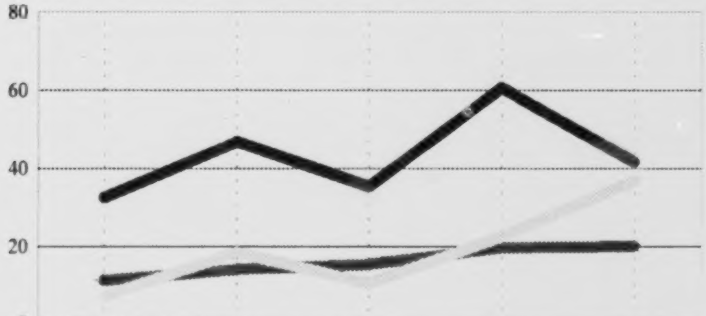
Use of Computers

Computers are becoming an increasingly important part of classroom instruction, but they are a relatively expensive educational resource. To examine the extent to which computers are used in low- and high-poverty schools, teachers were asked whether they used computers at all during the year and, if so, how frequently they used them for classroom instruction.

The use of computers for at least some purpose in reading/language arts/English and math instruction was much more frequently reported by teachers of students in the seventh-grade cohort (48 to 55 percent) than by teachers of students in the elementary grade cohorts (11 to 17 percent). However, the teachers of students in the first- and third-grade cohort who used computers for instruction were more likely to report using them every day (about 25 percent).

Across all three grade cohorts, and in both math and reading/language arts/English, students in high-poverty schools are *more* likely to have computers used as part of their regular classroom instruction than are students in low-poverty schools (exhibits 3.32 and 3.33). This difference is particularly large for the first-grade cohort, where students in high-poverty schools are about five times more likely to be using computers as part of their reading/language arts instruction as students in low-poverty schools (37 percent vs. 7 percent).

Exhibit 3.32: Percentage of Students whose Reading/English/Language Arts Teachers Use Computers as Part of Regular Classroom Instruction by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort □	7	19	10	23	37
3rd Grade Cohort ■	11	14	15	20	20
7th Grade Cohort ■	33	47	35	61	42

School Poverty Concentration

Exhibit 3.33: Percentage of Students whose Teachers Use Computers for Instruction by Subject Area, School Poverty Concentration, and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students whose Teachers Use Computers for Instruction	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Reading/Language Arts Teachers						
Using computers for instruction	17.2%	7.1%	18.5%	10.4%	22.6%	36.8%
Using computers every day for instruction	24.5%	7.7%	20.0%	20.3%	44.3%	27.2%
3rd Grade Cohort						
Reading/Language Arts/English Teachers						
Using computers for instruction	14.2%	11.2%	14.1%	15.4%	19.7%	20.0%
Using computers every day for instruction	24.1%	15.0%	30.1%	23.4%	37.6%	27.7%
Math Teachers						
Using computers for instruction	11.2%	5.0%	14.3%	17.0%	9.5%	16.8%
Using computers every day for instruction	26.4%	17.6%	31.5%	27.2%	38.1%	31.8%
7th Grade Cohort						
Reading/Language Arts/English Teachers						
Using computers for instruction	48.3%	32.5%	46.9%	35.3%	60.7%	41.5%
Using computers every day for instruction	4.5%	2.3%	4.6%	5.4%	*	17.6%
Math Teachers						
Using computers for instruction	54.9%	44.6%	52.7%	63.7%	63.5%	88.2%
Using computers every day for instruction	3.4%	4.5%	3.2%	3.1%	1.2%	2.0%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

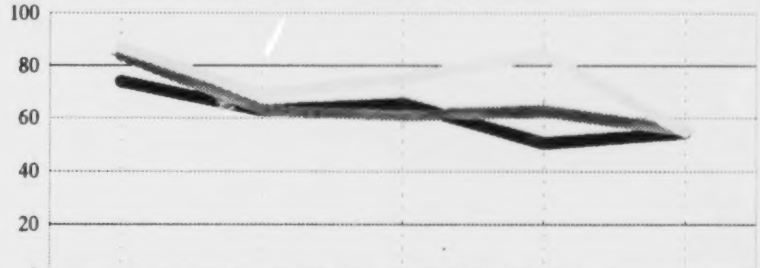
* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

Adequacy of Basic Instructional Supplies and Materials

Teachers were asked whether they believed they had adequate supplies of a variety of low-cost instructional materials (e.g., notebooks, paper, pens/pencils, dittos, photocopies) for their current educational needs. Teachers of students in low-poverty schools were about 60 percent more likely to report that they have adequate access to instructional supplies than were the teachers of students in high-poverty schools (exhibits 3.34 A and B and 3.35). The difference between low- and high-poverty schools remains relatively constant across both grade levels and subject areas, indicating that this basic, and potentially easily solved problem, continues to hamper instruction in high-poverty schools.

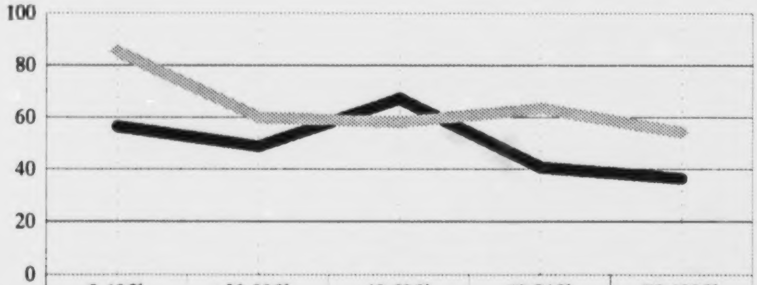
Exhibit 3.34A: Percentage of Students whose Reading/Language Arts/English Teachers Have Adequate Supplies of Low Cost Teaching Materials by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort □	87	69	75	84	55
3rd Grade Cohort ▨	84	63	61	63	55
7th Grade Cohort ■	74	63	66	50	55

School Poverty Concentration

Exhibit 3.34B: Percentage of Students whose Math Teachers Have Adequate Supplies of Low Cost Teaching Materials by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort ▨	85	60	58	64	54
7th Grade Cohort ■	56	49	67	41	36

School Poverty Concentration

Exhibit 3.35: Percentage of Students whose Teachers Report Adequate Supplies of Low-Cost Materials by Subject Area, School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students whose Teachers Report Adequate Supplies of Materials	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Reading/language arts teachers	72.1%	86.8%	69.0%	75.2%	84.2%	54.7%
3rd Grade						
Reading/language arts teachers	63.7%	84.1%	63.1%	60.9%	62.6%	55.1%
Math teachers	62.5%	85.1%	59.8%	58.1%	63.5%	54.1%
7th Grade						
Reading/language arts/English teachers	64.5%	73.8%	62.7%	65.6%	50.4%	54.5%
Math teachers	54.2%	56.4%	48.7%	67.2%	40.7%	36.3%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

Adequacy and Availability of Instructional Resources in Math

Math teachers were asked whether items on a list of critical instructional resources were *not* available in sufficient quantity to meet their instructional needs. The items most commonly cited by math teachers of elementary and middle school students are computers, programmed instructional materials, manipulatives, and vocational education equipment. The least often cited items are textbooks, teacher-developed materials, and workbooks.

Differences related to category of school poverty in types of materials reported as lacking are not consistent, making generalizations difficult. However, especially at the elementary level, math teachers of children in high-poverty schools were generally more likely to report inadequate supplies of many resources, including computers, of which they already have a greater supply than low-poverty schools.

Exhibit 3.36: Percentage of Students whose Math Teachers Report that Instructional Resources Are Inadequate by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Percentage of Students whose Teachers Report Inadequate Supplies of Instructional Resources	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Textbooks	12.4%	8.4%	14.7%	10.0%	9.2%	16.3%
Tradebooks	27.5%	23.3%	30.2%	31.2%	21.4%	29.3%
Teacher-developed materials	12.2%	13.6%	7.7%	15.4%	11.7%	13.0%
Programmed instructional materials	41.8%	37.6%	35.4%	49.0%	42.3%	44.4%
Workbooks	10.5%	6.0%	12.2%	6.5%	4.1%	18.1%
Manipulatives	40.0%	40.3%	39.7%	42.7%	38.8%	39.8%
Life skills materials (newspapers)	30.2%	27.7%	29.5%	33.6%	25.3%	33.4%
Audiovisual equipment	24.3%	11.6%	20.1%	22.8%	25.9%	34.5%
Computers	43.9%	33.2%	42.6%	44.4%	56.6%	43.8%
Vocational ed. equipment	39.1%	33.0%	35.0%	38.4%	40.9%	45.9%
7th Grade Cohort						
Textbooks	12.6%	22.4%	7.1%	11.2%	10.4%	14.9%
Tradebooks	8.6%	2.8%	6.5%	11.0%	27.7%	9.5%
Teacher-developed materials	10.5%	17.3%	6.5%	10.8%	12.3%	6.9%
Programmed instructional materials	31.2%	30.0%	22.0%	40.9%	16.9%	44.0%
Workbooks	13.6%	11.4%	13.9%	15.2%	8.9%	15.8%
Manipulatives	41.0%	54.6%	35.9%	30.6%	53.9%	51.7%
Life skills materials (newspapers)	22.7%	27.4%	18.7%	23.5%	38.5%	15.2%
Audiovisual equipment	21.9%	27.7%	27.5%	11.0%	10.4%	28.4%
Computers	65.3%	72.4%	59.9%	60.9%	78.1%	73.7%
Vocational ed. equipment	33.6%	23.8%	34.3%	34.5%	50.4%	40.0%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.
* = fewer than 20 sample cases in cell.

Source: Prospects, Regular Classroom Teacher Questionnaire

Adequacy and Availability of Instructional Resources in Reading/Language Arts/English

Like math teachers, reading/language arts/English teachers were also asked to indicate whether instructional resources were *not* available in an adequate supply to meet their needs (exhibit 3.37). Again, computers, programmed instructional materials, and manipulatives were most frequently cited, as were trade books in the upper grades. The items least often cited were again textbooks, teacher-developed materials, and workbooks.

There are inconsistent differences across classifications of school poverty, making it difficult to draw firm conclusions about the degree of school poverty and resource availability. With few exceptions, teachers of students in high-poverty schools are more likely to report inadequate supplies of most items on the list of resources at their schools. However, at least for the teachers of students in the third- and seventh-grade cohorts, it does appear that those in high-poverty schools were *less* likely to indicate that computers are in short supply.

Exhibit 3.37: Percentage of Students whose Reading/Language Arts/English Teachers Report that Instructional Resources Are Inadequate by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Percentage of Students whose Teachers Report Inadequate Supplies of Instructional Resources	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort: Reading						
Textbooks	9.9%	6.0%	12.7%	8.3%	9.7%	11.4%
Tradebooks	26.1%	15.7%	29.5%	31.0%	25.4%	24.7%
Teacher-developed materials	13.7%	7.8%	18.1%	11.1%	13.2%	14.0%
Programmed instructional materials	35.4%	29.9%	38.1%	36.0%	32.2%	38.3%
Workbooks	9.0%	4.3%	5.9%	8.6%	11.6%	12.0%
Manipulatives	36.5%	20.5%	39.7%	38.2%	36.5%	39.9%
Life skills materials (newspapers)	16.9%	10.2%	23.8%	15.5%	14.7%	17.9%
Audio-visual equipment	20.9%	3.5%	18.9%	28.6%	12.4%	31.4%
Computers	35.4%	18.2%	38.3%	35.0%	35.1%	42.3%
Vocational ed. equipment	20.3%	12.3%	22.9%	16.4%	22.7%	22.9%
3rd Grade Cohort: Reading						
Text books	12.0%	7.8%	14.0%	9.9%	9.3%	15.8%
Trade books	28.6%	22.5%	34.6%	31.2%	20.5%	30.9%
Teacher-developed materials	13.5%	13.6%	18.2%	12.8%	11.4%	15.8%
Programmed instructional materials	42.5%	39.1%	51.3%	38.5%	47.5%	7.4%
Workbooks	10.7%	4.6%	11.9%	8.3%	4.3%	18.4%
Manipulatives	40.5%	41.5%	36.0%	41.8%	40.0%	43.8%
Life skills materials (newspapers)	32.1%	29.0%	31.8%	33.6%	30.9%	34.6%
Audiovisual equipment	24.5%	14.4%	19.5%	24.2%	22.2%	35.4%
Computers	43.3%	37.1%	42.7%	54.1%	43.7%	8.6%
Vocational ed. equipment	39.1%	35.1%	31.0%	37.7%	41.1%	48.1%
7th Grade Cohort: English						
Textbooks	20.9%	16.3%	17.3%	22.8%	24.1%	36.1%
Tradebooks	29.6%	22.1%	34.7%	21.0%	26.5%	54.8%
Teacher-developed materials	9.7%	12.5%	9.9%	8.2%	6.7%	8.0%
Programmed instructional materials	32.3%	30.6%	28.1%	29.3%	60.1%	42.1%
Workbooks	17.8%	23.5%	12.8%	17.5%	10.3%	26.5%
Manipulatives	38.6%	37.5%	31.3%	43.4%	28.1%	57.2%
Life skills materials (newspapers)	20.5%	25.1%	20.6%	16.0%	16.2%	23.8%
Audiovisual equipment	16.7%	18.8%	13.4%	16.4%	17.8%	12.5%
Computers	58.9%	58.0%	57.6%	66.5%	62.1%	42.3%
Vocational ed. equipment	26.8%	15.8%	31.2%	27.2%	30.0%	33.9%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status
* = fewer than 20 sample cases in cell

Source: Prospects, Regular Classroom Teacher Questionnaire

Regular Classroom Math Instruction

Instructional Time. Students in all three grade cohorts[1] receive math instruction nearly every day (for an average of 4.8 to 4.9 days per week as shown in exhibit 3.38), and there is essentially no variation in teachers' reports across categories of school poverty.

On average, children receive math instruction for between 37 and 46 minutes each day, with students in the third-grade cohort spending the most time on math. There is no clear pattern of difference in total instructional time reported by teachers for the five categories of school poverty concentration.

Exhibit 3.38: Average Math Instruction Time by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Means)

Average Math Instruction Time	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Days of instruction per week	4.8	4.9	4.9	4.9	4.6	4.9
Minutes of instruction per day	36.9	39.2	34.8	39.4	34.4	42.1
Minutes of instruction per week	178.2	194.0	170.0	194.6	162.4	203.0
3rd Grade Cohort						
Days of instruction per week	4.9	5.0	4.9	5.0	4.6	4.9
Minutes of instruction per day	45.8	43.5	45.0	39.5	57.0	50.8
Minutes of instruction per week	226.7	216.7	223.3	196.5	275.9	253.2
7th Grade Cohort						
Days of instruction per week	4.8	4.8	4.9	4.5	4.9	4.6
Minutes of instruction per day	37.7	30.9	42.4	39.8	37.7	31.7
Minutes of instruction per week	179.8	147.1	206.9	182.5	185.5	145.9
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

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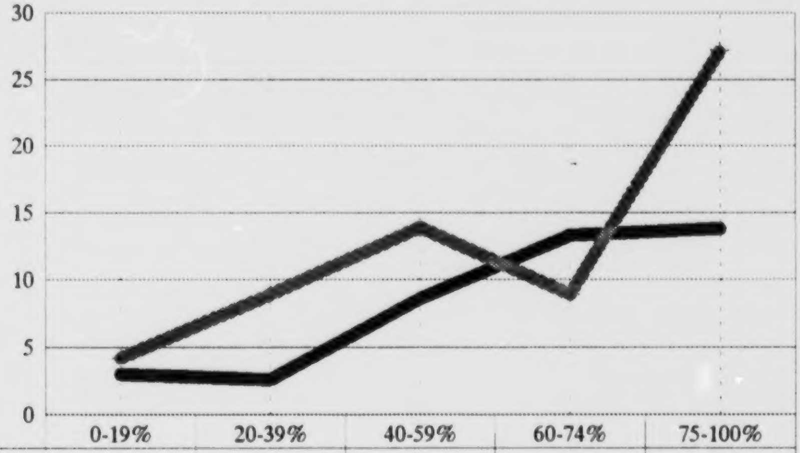
[1] For students in the third- and seventh-grade cohorts, separate questionnaire data were collected for each child's regular classroom reading/language arts/English teacher and math teacher. For students in the first-grade cohort, data were collected from only the child's reading/language arts teacher.

Classroom Staffing. Several differences emerged in teachers' reports about classroom staffing for instruction in math. Perhaps the most dramatic is that teachers of students in the third-grade cohort in high-poverty schools were much more likely to report having an aide in their classroom during math instruction (27 percent) than were teachers of students in low-poverty schools (4 percent). Students in the poorest middle schools are also more likely to have an instructional aide (14 percent) than students in low-poverty schools (3 percent). These differences demonstrate that Chapter 1 and other local, federal, or state programs are supporting compensatory education where it is most needed.

The students in the seventh-grade cohort in high-poverty schools are much more likely to have more than one regular teacher in their math classroom (10 percent) than are students in low-poverty schools (2 percent).

In both grades, students' teachers reported that the aides used in math classes in high-poverty schools are generally more likely to provide (at some time) direct delivery of instruction independent of the classroom teacher than are the aides in math classes in low-poverty schools.

Exhibit 3.39: Percentage of Students Who Have Teaching Aides in Their Regular Math Classroom by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort ■	4	9	14	9	27
7th Grade Cohort ■	3	3	9	13	14

School Poverty Concentration

Exhibit 3.40: Class Staffing Pattern for Math Instruction by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Staffing Pattern for Math Instruction	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Percentage of students with more than 1 teacher	3.9%	3.6%	4.8%	6.4%	1.4%	3.1%
Percentage of students with class aide	12.6%	4.2%	8.9%	13.9%	8.9%	27.2%
Average number of hours per week students spend with class aide	5.9	2.7	2.4	2.5	6.5	4.6
7th Grade Cohort						
Percentage of students with more than 1 teacher	4.1%	1.6%	2.2%	8.9%	6.7%	9.8%
Percentage of students with class aide	5.1%	3.0%	2.6%	8.6%	13.3%	13.8%
Average number of hours per week students spend with class aide	4.5	4.1	3.8	4.2	4.8	5.3
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

Type Of Instruction. In both the third- and seventh-grade cohorts, about three-fifths of the students receive their math instruction with their entire class. The remaining students are taught using individual tutoring (21 to 24 percent) or small group instruction (15 to 19 percent). There are no major differences in the way that instruction is provided across the five categories of school poverty concentration.

Exhibit 3.41: Percentage of Math Instruction Provided to Whole Classes, Small Groups, and Individuals by School Poverty Concentration and Grade Cohort

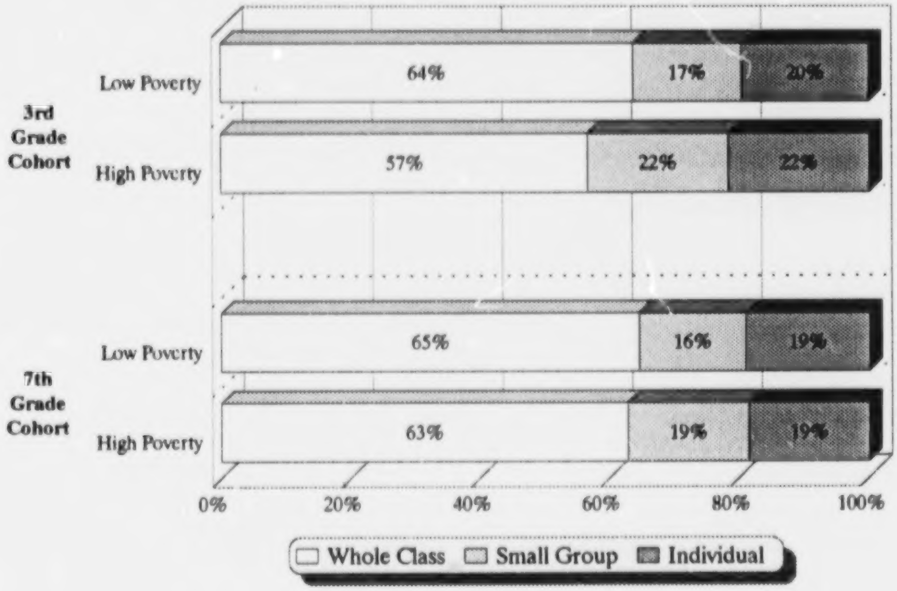


Exhibit 3.42: Percentage of Students with Type of Math Instruction by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students with Type of Math Instruction	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Individual	20.5%	19.5%	18.4%	19.0%	23.0%	21.7%
Small group	18.8%	16.8%	17.0%	19.5%	16.8%	21.7%
Whole class	60.8%	63.6%	64.1%	61.5%	60.3%	56.6%
7th Grade Cohort						
Individual	23.6%	19.1%	26.2%	25.2%	27.8%	18.5%
Small group	15.1%	16.4%	14.1%	12.8%	19.4%	18.7%
Whole class	61.3%	64.5%	59.7%	62.0%	52.8%	62.7%
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

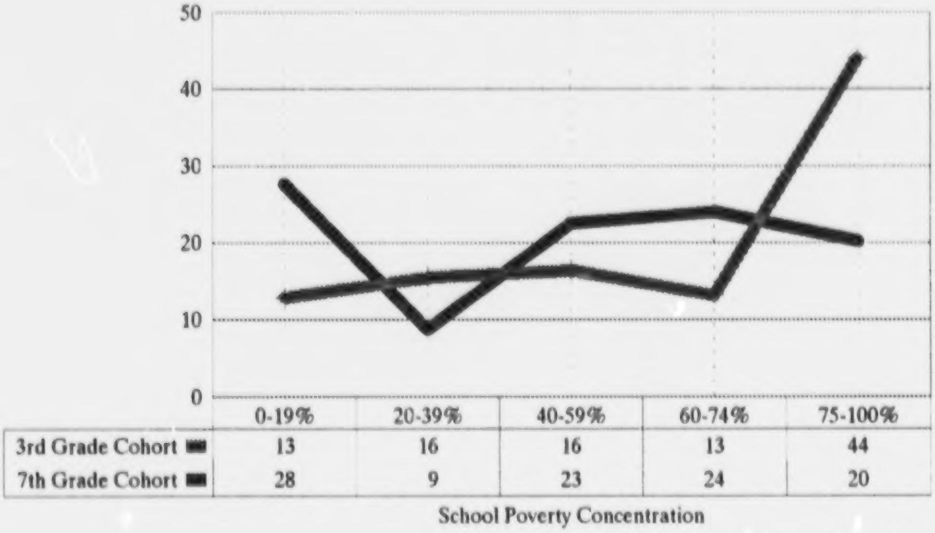
Source: Prospects, Classroom Teacher Questionnaire

Grouping. Educators are engaged in a renewed debate over the advantages and disadvantages of grouping. Some consider that grouping students within a grade level constitutes tracking, which prevents minority and disadvantaged children from having access to classes that will prepare them to go to college.

Overall, within-class grouping for math instruction is used for about one-fifth of the students in both the third- and seventh-grade cohorts (exhibits 3.43 and 3.44). Although there are small differences by category of school poverty in the seventh-grade cohort, students in the third-grade cohort in high-poverty schools are much more likely to be grouped for instruction in their math class (44 percent) than are students in low-poverty schools (13 percent).

In the 20 percent of instances where within-class grouping is used for math instruction, students in the third-grade cohort in low-poverty schools are more likely than those in high-poverty schools to be grouped by ability level (83 percent vs. 58 percent). However, the reverse relationship was observed for students in the seventh-grade cohort, where 10 percent of the students who are grouped in low-poverty schools are grouped by ability, compared with 31 percent of students grouped in high-poverty schools.

Exhibit 3.43: Percentage of Students Who Are Grouped within Classrooms for Math Instruction by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort ■	13	16	16	13	44
7th Grade Cohort ■	28	9	23	24	20

School Poverty Concentration

Exhibit 3.44: Percentage of Students who Are Grouped for Math Instruction by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Within-class grouping is used	22.9%	12.8%	15.5%	16.4%	13.1%	44.0%
Where grouping is used, percentage of students, grouped by ability	58.7%	82.7%	78.7%	48.7%	30.4%	58.4%
7th Grade Cohort						
Within-class grouping is used	18.7%	27.6%	8.7%	22.5%	24.0%	20.2%
Where grouping is used, percentage of students, grouped by ability	14.2%	10.2%	14.5%	12.7%	9.4%	30.6%
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

Use of Instructional Resources. Math teachers were asked to provide information on the extent to which they use any of a specified list of instructional resources. Exhibits 3.45 and 3.46 displays the percentage of students whose math teachers report that they *frequently* use each of these items.

Textbooks are by far the most commonly used instructional resource, followed by worksheets and teacher-made materials. Students in the third-grade cohort are also frequently taught using manipulatives, while the teachers of students in the seventh-grade cohort frequently use calculators. In general, however, only textbooks are frequently used for over one-half the students in both grades.

Across categories of school poverty, math teachers of students in the third-grade cohort were more likely to report frequent use of computers in high-poverty schools than in low-poverty schools. Among students in the seventh-grade cohort, math teachers of students in high-poverty schools were more likely to report frequent use of worksheets, manipulatives, and teacher-made materials, and less likely to report frequent use of calculators.

Exhibit 3.45: Percentage of Students whose Math Teachers Report Frequent Use of Specified Instructional Resources by School Poverty Concentration and Grade Cohort

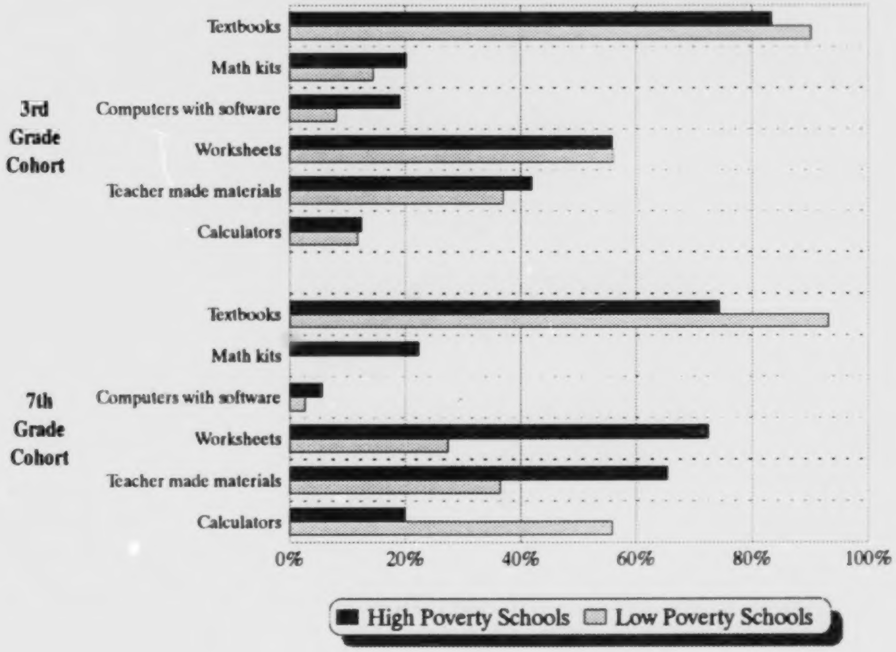


Exhibit 3.46: Percentage of Students whose Teachers Frequently Use Specified Resources for Math Instruction by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students whose Teachers Frequently Use Specified Resources for Math Instruction	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Textbooks	83.6%	90.3%	86.7%	88.2%	68.5%	83.4%
Math kits	16.8%	14.5%	13.2%	17.2%	17.7%	20.3%
Computers with software	17.4%	8.1%	12.1%	22.1%	22.2%	19.2%
Worksheets	50.1%	56.1%	60.3%	45.5%	30.5%	55.9%
Manipulatives	39.8%	37.2%	37.1%	35.2%	49.0%	41.8%
Teacher-made materials	35.7%	37.0%	34.1%	33.3%	30.9%	42.0%
Math games	32.0%	34.6%	35.6%	29.3%	34.0%	29.7%
Audiovisuals/videos	6.1%	5.2%	4.1%	8.2%	8.7%	5.3%
Calculators	10.8%	11.8%	6.4%	10.8%	12.4%	12.5%
7th Grade Cohort						
Textbooks	88.2%	93.2%	90.9%	85.5%	94.4%	74.4%
Math kits	4.3%	*	2.0%	4.0%	*	22.4%
Computers with software	2.8%	2.7%	1.4%	3.0%	4.7%	5.6%
Worksheets	40.3%	27.5%	41.0%	38.5%	25.1%	72.5%
Manipulatives	10.6%	10.8%	10.1%	7.9%	2.3%	23.2%
Teacher-made materials	40.1%	36.5%	38.9%	36.7%	26.3%	65.4%
Math games	9.8%	10.7%	10.0%	9.2%	2.3%	13.2%
Audiovisuals/videos	11.3%	5.8%	10.0%	14.2%	27.0%	9.2%
Calculators	40.9%	55.9%	45.7%	31.8%	47.9%	20.0%
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

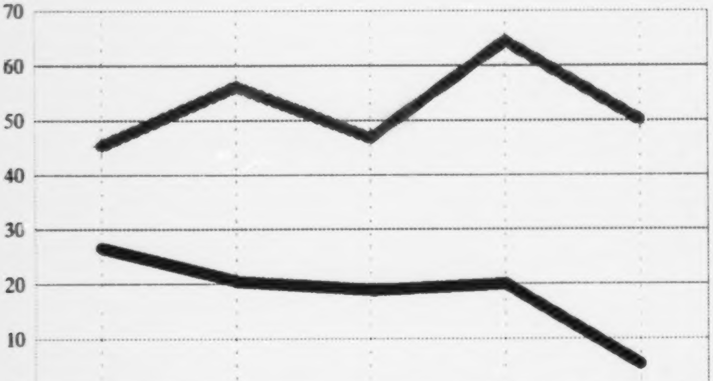
* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

Use of Computerized Instruction. Teachers were asked whether they made any use of a variety of computer-assisted instruction (CAI) programs including systems marketed by CCC and Jostens, and Pogrow's Higher Order Thinking Skills (HOTS) computer program (exhibits 3.47 and 3.48). About half of the students in the third-grade cohort have access to these programs as part of their math instruction; about 20 percent of the students in the seventh-grade cohort do.

There are no differences in the use of such computerized programs among third-graders in high- and low-poverty schools. However, seventh-graders in low-poverty schools are more likely to have teachers who use these types of computer-assisted instruction than are those in high-poverty schools.

Exhibit 3.47: Percentage of Students whose Teachers Use Computer-Assisted Instruction Programs for Math Instruction by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort ■	45	56	47	65	50
7th Grade Cohort ■	27	20	19	20	5

School Poverty Concentration

Exhibit 3.48: Percentage of Students whose Teachers Use Computer-Assisted Instruction for Math by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students whose Teachers Use CAI in Math	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort	49.6%	45.3%	56.2%	46.7%	64.5%	49.9%
7th Grade Cohort	21.1%	26.5%	20.4%	18.8%	20.0%	5.2%
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

Pedagogical Approach. Teachers were also queried regarding the extent to which they use a variety of specified pedagogical approaches during their math instruction: the Madeline Hunter method, which uses guides to effective lessons that emphasize anticipatory set, input and modeling, checking for understanding, and other features; the Mastery Learning method, which involves teaching methods in which students who do not perform at a preestablished level (e.g., 80 percent correct on quizzes) receive corrective instruction, while others receive enrichment; and, the Cooperative Learning method, in which students often work in small groups and are expected to help each other learn.

The math teachers of about 70 percent of students in the third-grade cohort report the use of the Madeline Hunter method, the teachers of 79 percent use Cooperative Learning, the teachers of 46 percent report the use of Mastery Learning techniques, and the teachers of 39 percent report the use of other innovative pedagogical procedures. Students in high-poverty schools are more likely to be taught using Mastery Learning than are students in low-poverty schools.

The math teachers of 68 percent of the students in the seventh-grade cohort report the use of the Madeline Hunter method; 62 percent, Cooperative Learning; 26 percent, Mastery Learning techniques; and 17 percent, other structured procedures. Students in high-poverty schools are more likely than students in low-poverty schools to be taught using Mastery Learning or other pedagogical techniques.

The more frequent use of Mastery Learning methods in high-poverty schools appears to indicate a greater emphasis on basic skills, than on higher-order thinking skills.

Exhibit 3.49: Percentage of Students whose Teachers Employ Specified Pedagogical Methods for Math Instruction by School Poverty Concentration and Grade Cohort

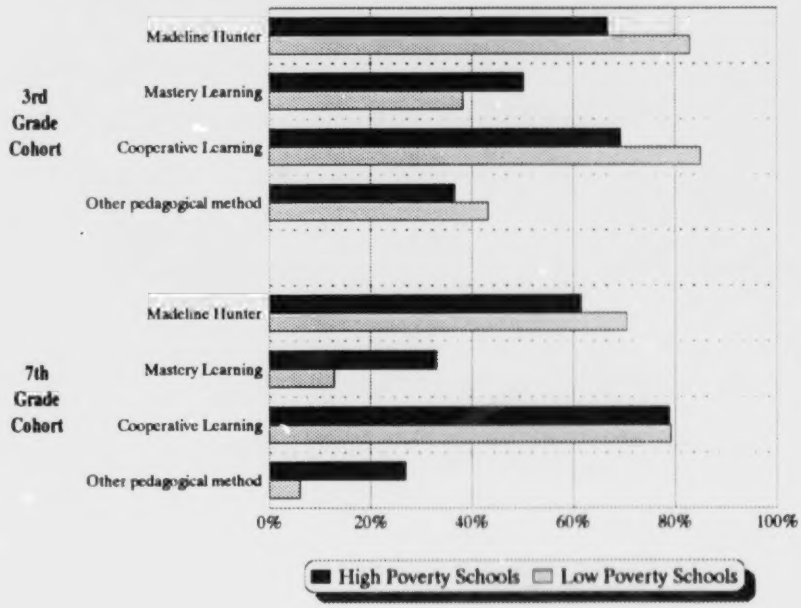


Exhibit 3.50: Percentage of Students whose Math Teachers Report Using Specified Pedagogical Methods for Math by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students whose Teachers Report Using Method	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Madeline Hunter (3)	70.3%	83.0%	65.4%	64.1%	48.5%	66.9%
Mastery Learning (3)	45.6%	38.3%	36.2%	53.2%	57.2%	50.3%
Cooperative Learning (3)	78.9%	85.1%	73.0%	79.0%	80.2%	69.4%
Other Methods	38.6%	43.3%	32.8%	35.2%	51.8%	36.7%
7th Grade Cohort						
Madeline Hunter (3)	67.8%	70.6%	72.4%	57.0%	67.9%	61.7%
Mastery Learning (3)	26.2%	12.9%	30.8%	24.6%	64.5%	33.1%
Cooperative Learning (3)	62.3%	79.2%	54.6%	49.2%	71.3%	78.9%
Other Methods	16.8%	6.1%	22.6%	19.7%	6.4%	27.0%
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: 1) Total N includes cases with unknown School Poverty status.

2) * = fewer than 20 sample cases in cell.

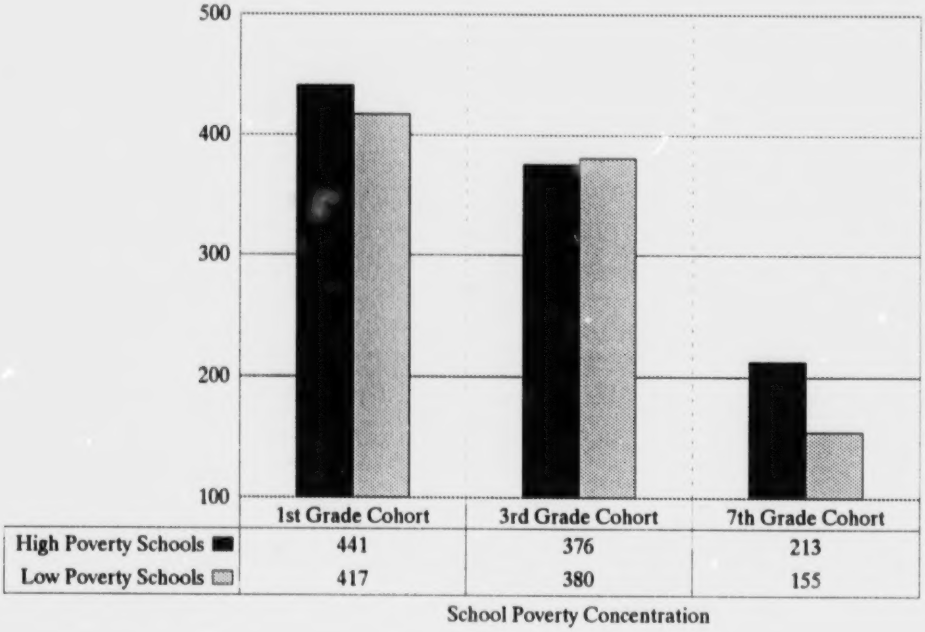
3) Madeline Hunter uses guides to effective lessons that emphasize anticipatory set, input and modeling, checking for understanding, and other features. Mastery Learning involves teaching methods in which students who do not perform at a preestablished mastery level (e.g., 80% correct on quizzes) receive corrective instruction, while other students receive enrichment. Cooperative Learning includes methods in which students often work in small groups and are expected to help each other learn.

Source: Prospects, Classroom Teacher Questionnaire

Regular Reading/Language Arts/English Instruction

Instructional Time. Students in all three grade cohorts receive either reading/language arts/English instruction essentially every day (exhibit 3.52). But the total amount of instruction they receive varies by grade, with students in the first-grade cohort receiving nearly three times the instruction time as received by seventh-grade cohort students (83 minutes vs. 33 minutes per day, and 413 minutes vs. 155 minutes per week, for the two cohorts respectively). Modest variations in daily instructional time were observed across categories of school poverty.

Exhibit 3.51: Average Minutes per Week of Reading/Language Arts/English Instruction by School Poverty Concentration and Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
High Poverty Schools ■	441	376	213
Low Poverty Schools ▨	417	380	155

Exhibit 3.52: Average Reading/Language Arts or English Instruction Time by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Means)

Average Reading/Language Arts or English Instruction Time	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Days of instruction per week	5.0	5.0	4.9	5.0	5.0	4.9
Minutes of instruction per day	83.1	83.6	93.2	98.2	62.8	88.4
Minutes of instruction per week	413.3	417.1	462.4	488.5	312.0	440.6
3rd Grade Cohort						
Days of instruction per week	4.9	4.9	4.9	4.7	5.0	5.0
Minutes of instruction per day	71.5	76.9	70.5	68.3	62.5	75.9
Minutes of instruction per week	353.1	380.3	347.8	336.6	308.7	375.5
7th Grade Cohort						
Days of instruction per week	4.6	4.6	4.6	4.5	4.6	4.6
Minutes of instruction per day	33.3	33.4	32.5	21.9	34.0	45.3
Minutes of instruction per week	154.6	154.8	147.6	154.0	158.4	212.7
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

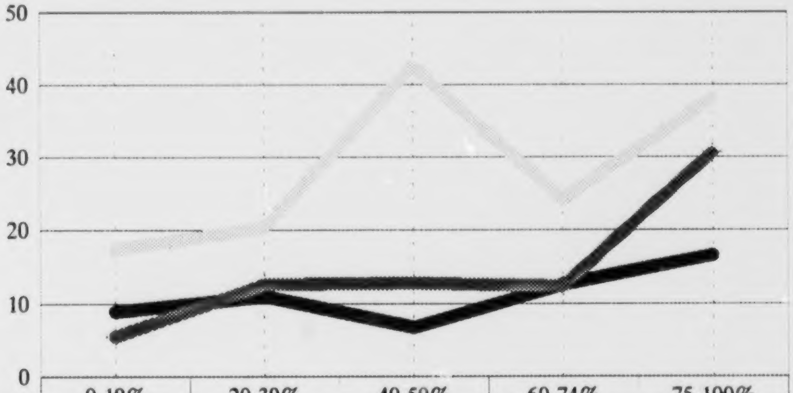
Classroom Staffing. Teachers of about two-thirds of the students in the first- and third-grade cohort reported that instructional aides are present in reading/language arts/English classes, but teachers of only about 10 percent of the seventh graders reported having instructional aides in their classrooms.

Across all three grade cohorts, students in high-poverty schools are more likely to have an aide present in their class during reading/language arts/English instruction than students in low-poverty schools (see exhibits 3.53 and 3.54). With the exception of the third-grade cohort, students in high-poverty schools also spend considerably more time than those in low-poverty schools with instructional aides.

In the first- and seventh-grade cohorts, the aides used in reading/language arts/English classes in high-poverty schools are generally less likely to be responsible (at some time) for the direct delivery of instruction independent of the classroom teacher than are the aides in similar classes in low-poverty schools.

Type of Instruction. With little variation related to level of school poverty, whole class instruction is the most common mode used by teachers, although the extent of its predominance increases significantly by grade level.

Exhibit 3.53: Percentage of Students Who Have Teaching Aides in Their Regular Reading/Language Arts/English Classroom by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort ░	17	20	43	24	38
3rd Grade Cohort ▓	6	13	13	12	31
7th Grade Cohort ■	9	11	7	13	17

School Poverty Concentration

Exhibit 3.54: Class Staffing Patterns for Reading/Language Arts or English Instruction by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Class Staffing Patterns for Reading/ Language Arts or English Instruction	TOTAL	School Poverty Concentration 0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Percentage of students with class aide	28.3%	17.4%	20.3%	42.5%	24.1%	38.2%
Average hours per week with aide	6.1	4.8	4.4	7.6	6.1	7.3
Aide provides direct instruction	67.7%	89.1%	52.8%	49.1%	70.0%	65.4%
3rd Grade Cohort						
Percentage of students with class aide	13.3%	5.5%	12.6%	12.8%	12.3%	30.6%
Average hours per week with aide	7.9	8.7	4.2	6.1	8.0	6.3
Aide provides direct instruction	65.9%	54.1%	76.0%	76.0%	23.7%	58.9%
7th Grade Cohort						
Percentage of students with class aide	9.8%	8.9%	11.0%	6.7%	12.6%	16.6%
Average hours per week with aide	5.6	8.2	11.0	6.7	12.6	16.6
Aide provides direct instruction	34.2%	83.1%	5.0%	45.1%	11.6%	24.2%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

In both the third- and seventh-grade cohorts, about two-thirds of the students receive reading/language arts/English instruction with their whole class; the remaining students receive either individual or small-group instruction (exhibits 3.55 and 3.56). There is little variation across different concentrations of school poverty.

Not surprisingly, students in the first-grade cohort are more likely to be taught through individual or small-group instruction (56 percent). Again, there are essentially no differences across categories of school poverty.

Exhibit 3.55: Percentage of Students Who Receive Reading/Language Arts/English Instruction in Whole Class, Individual, and Small Group Settings by School Poverty Concentration and Grade Cohort

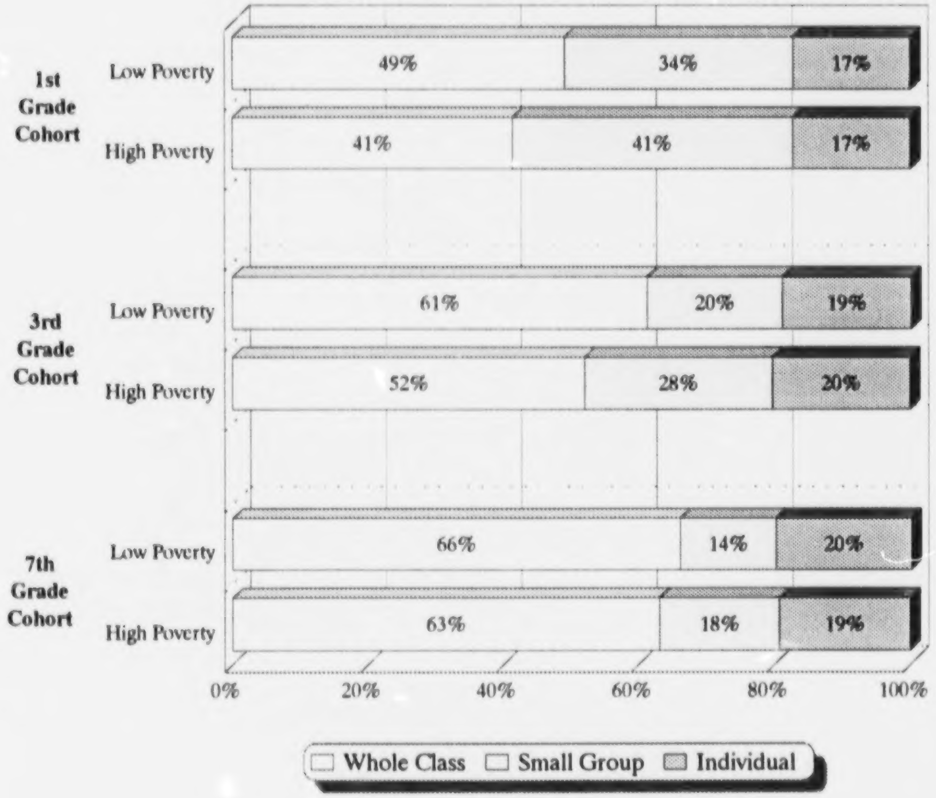


Exhibit 3.56: Percentage of Students with Various Types of Reading/Language Arts or English Instruction by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students with Type of Reading/Language Arts or English Instruction	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Individual	16.2%	17.2%	14.0%	14.5%	14.8%	17.3%
Small-group	39.4%	33.7%	35.5%	49.1%	45.1%	41.3%
Whole-class	44.5%	49.1%	50.5%	37.0%	40.2%	41.4%
3rd Grade Cohort						
Individual	17.8%	18.9%	17.0%	16.1%	19.0%	20.2%
Small-group	23.2%	19.9%	22.7%	24.8%	30.5%	27.7%
Whole-class	53.9%	61.3%	60.3%	59.1%	50.1%	52.0%
7th Grade Cohort						
Individual	19.8%	19.9%	19.7%	20.0%	19.2%	19.2%
Small-group	16.8%	14.1%	15.8%	22.0%	18.4%	17.7%
Whole-class	63.4%	66.1%	64.6%	58.0%	61.6%	63.0%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

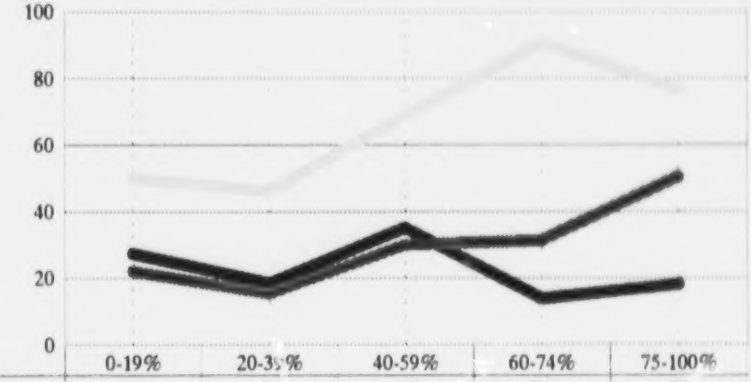
Grouping. Overall, within-class grouping for reading/language arts or English instruction is used for one-quarter of the students in the third- and seventh-grade cohorts, but for almost two-thirds of students in the first-grade cohort (exhibits 3.57 and 3.58). Students in the first-grade cohort in high-poverty schools are much more likely to be grouped within their reading class than are students in low-poverty schools (77 percent vs. 50 percent).

Where within-class grouping is used for reading/language arts/English instruction, teachers were asked whether the grouping was done on the basis of students' ability. Ability grouping was reported by teachers for 82 percent of the students in the first-grade cohort, with little variability by level of school poverty. Ability grouping for reading/language arts/English instruction is thus used for over half of all students in the first-grade cohort.

Among students in the third-grade cohort, about three-fourths of the 25 percent of students who are grouped are grouped by ability level, indicating that ability grouping is used for only about one-fifth of third-grade cohort students. Ability grouping appears to be substantially more common in low-poverty than in high-poverty schools.

Students in the seventh-grade cohort in high-poverty schools are typically more likely to be grouped by ability than are students in low-poverty schools. For example, 2 percent of the students who are grouped in the seventh-grade cohort in low-poverty schools are grouped by ability, compared with 43 percent of grouped students in high-poverty schools. However, overall, only about 2.5 percent of students in the seventh-grade cohort are grouped by ability for English instruction.

Exhibit 3.57: Percentage of Students Who Are Grouped within Classrooms for Reading/Language Arts/English Instruction by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort	50	46	69	91	77
3rd Grade Cohort ■	22	15	30	31	51
7th Grade Cohort ■	27	18	35	14	18

School Poverty Concentration

Exhibit 3.58: Percentage of Students Grouped for Reading/Language Arts or English Instruction by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students Grouped for Reading/Language Arts or English Instruction	TOTAL	**School Poverty Concentration**				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Within-class grouping is used	62.6%	49.9%	46.0%	68.7%	90.7%	76.7%
Where grouping is used, percentage of students, grouped by ability	81.7%	77.5%	80.9%	78.8%	86.2%	78.9%
3rd Grade Cohort						
Within-class grouping is used	25.0%	22.0%	15.3%	30.0%	31.4%	50.7%
Where grouping is used, percentage of students, grouped by ability	74.3%	82.4%	84.0%	58.7%	89.2%	61.8%
7th Grade Cohort						
Within-class grouping is used	24.5%	27.4%	18.4%	35.1%	13.8%	18.2%
Where grouping is used, percentage of students, grouped by ability	10.5%	2.3%	10.9%	14.8%	22.9%	43.0%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

Use of Instructional Resources. Reading/language arts/English teachers were asked to provide information on the extent to which they use any of a specified list of instructional resources. Exhibits 3.59 and 3.60 display the percentage of students whose teachers report that they *frequently* use each of these items.

Textbooks and literature or trade books are by far the most commonly used instructional resources used in all three grade cohorts, with basal readers and language-experience stories commonly used in the primary grades.

As with math instruction, the differences observed by levels of school poverty vary by resource and grade cohort. However, it appears that high-poverty schools make greater use of textbooks and basal readers, whereas, except for the seventh-grade cohort, low-poverty schools make greater use of literature and trade books. This situation indicates the more enriched instructional curriculum used in low-poverty schools.

Exhibit 3.59: Percentage of Students whose Reading/Language Arts/English Teachers Report Frequent Use of Specified Instructional Resources by School Poverty Concentration and Grade Cohort

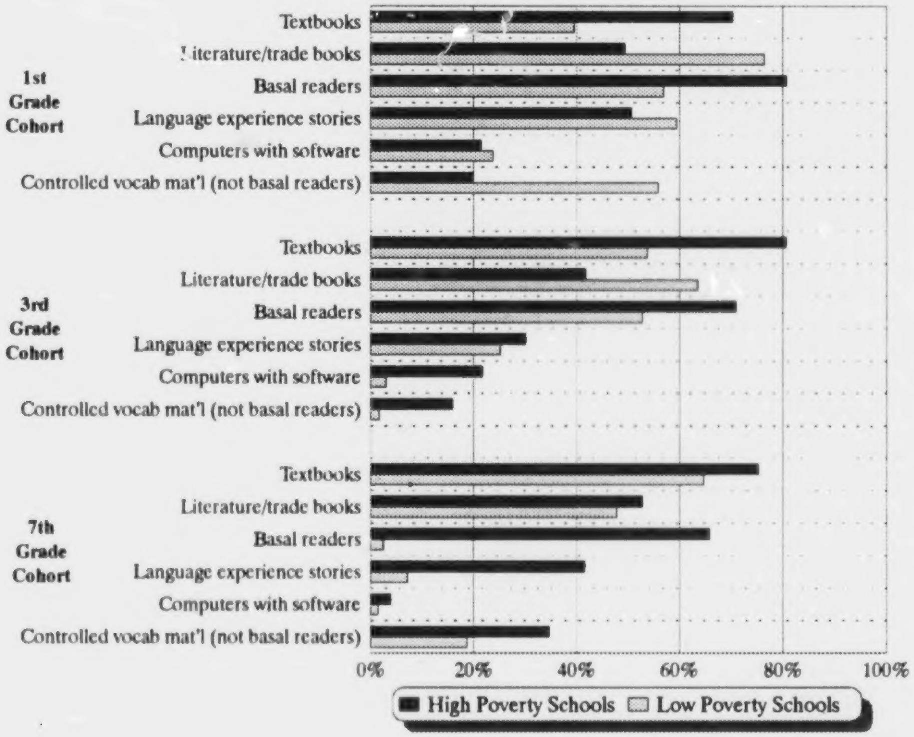


Exhibit 3.60: Percentage of Students whose Teachers Frequently Use Specified Resources for Reading/Language Arts or English Instruction by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students whose Teachers Frequently Use Specified Resources Reading/Lang. Arts or English Instruction	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Textbooks	63.5%	39.6%	77.3%	76.6%	67.7%	70.4%
Literature/trade books	63.5%	76.5%	68.8%	50.4%	53.1%	49.4%
Basal readers	68.7%	57.0%	81.6%	75.4%	64.1%	80.8%
Children's newspapers/magazines	11.5%	6.0%	14.4%	16.6%	8.7%	18.0%
Adult newspapers/magazines	2.6%	*	5.0%	5.8%	*	4.5%
Language-experience stories	52.2%	59.5%	44.5%	69.5%	41.1%	50.8%
Reading/language arts/English kits	9.5%	9.5%	3.0%	21.5%	1.7%	20.2%
Computers with software	17.1%	23.8%	10.1%	20.6%	17.1%	21.5%
Controlled vocabulary materials other than basals or reading kits	40.9%	55.9%	45.7%	31.8%	47.9%	20.0%
3rd Grade Cohort						
Textbooks	63.7%	53.8%	65.0%	61.7%	60.0%	80.7%
Literature/trade books	56.0%	63.6%	52.0%	54.4%	82.8%	41.8%
Basal readers	60.4%	52.8%	64.1%	56.1%	53.4%	71.0%
Children's newspapers/magazines	13.5%	15.2%	11.0%	16.7%	14.6%	13.8%
Adult newspapers/magazines	6.7%	9.6%	3.6%	7.9%	11.3%	2.5%
Language-experience stories	23.4%	25.3%	19.0%	19.7%	35.1%	30.2%
Reading/language arts/English kits	4.8%	2.9%	3.7%	3.9%	13.1%	7.9%
Computers with software	10.4%	3.0%	12.9%	9.0%	18.7%	21.8%
Controlled vocabulary materials other than basals or reading kits	8.1%	1.7%	9.5%	8.7%	16.5%	16.0%
7th Grade Cohort						
Textbooks	62.0%	64.7%	54.9%	60.5%	95.5%	75.3%
Literature/trade books	53.7%	47.9%	60.0%	56.2%	28.8%	52.8%
Basal readers	12.2%	2.5%	8.5%	16.1%	38.9%	65.9%
Children's newspapers/magazines	7.1%	4.5%	3.4%	12.0%	8.2%	34.9%
Adult newspapers/magazines	11.3%	3.4%	7.6%	25.2%	5.0%	32.0%
Language-experience stories	13.0%	7.2%	9.0%	23.0%	7.6%	41.7%
Reading/language arts/English kits	4.5%	4.7%	2.6%	4.7%	16.6%	6.0%
Computers with software	2.6%	1.5%	1.0%	6.9%	*	3.9%
Controlled vocabulary materials other than basals or reading kits	15.6%	18.8%	8.1%	18.9%	23.1%	34.7%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

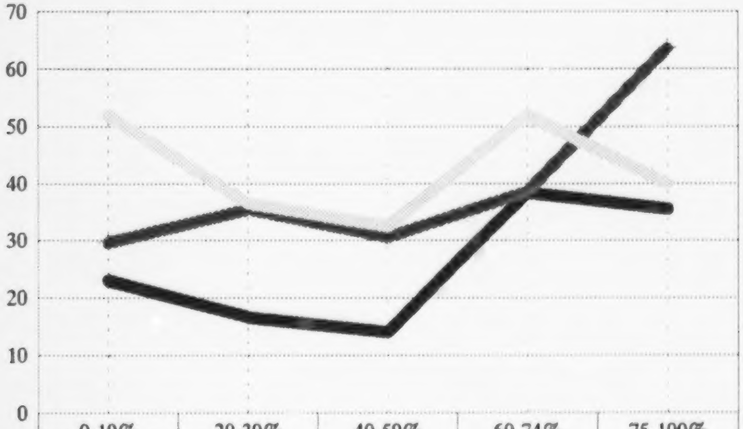
* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

Use of Computerized Instruction. Teachers were asked whether they made any use of a variety of computer-assisted instruction (CAI) programs, including systems marketed by CCC and Jostens, and Pogrow's Higher Order Thinking Skills (HOTS) computer program (exhibits 3.61 and 3.62). Forty-four percent of students in the first-grade cohort have access to these programs as part of their reading/language arts/English instruction, as do about 36 percent of students in the third-grade cohort, and 20 percent of those in the seventh-grade cohort.

Students in the third- and seventh-grade cohorts in high-poverty schools have greater access to these programs, but students in high-poverty schools in the first-grade cohort are less likely to make use of programs for reading/language arts.

Exhibit 3.61: Percentage of Students whose Teachers Use Computer-Assisted Instruction Programs for Reading/Language Arts/English Instruction by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort □	52	37	32	52	40
3rd Grade Cohort ■	30	36	31	39	64
7th Grade Cohort ■	23	17	14	38	35

School Poverty Concentration

Exhibit 3.62: Percentage of Students whose Teachers Use Computer-Assisted Instruction for Reading/Language Arts or English by School Poverty and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students whose Teachers Use CAI for Reading/ Language Arts or English Instruction	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort	43.9%	51.9%	36.5%	32.4%	51.9%	39.9%
3rd Grade Cohort	35.9%	29.6%	35.5%	30.5%	38.6%	63.7%
7th Grade Cohort	20.1%	23.0%	16.6%	14.0%	38.4%	35.4%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

Pedagogical Approach. Teachers were also queried about the extent to which they used a variety of specific pedagogical approaches during their reading/language arts/English instruction (exhibits 3.63 and 3.64). Among students in the first-grade cohort, 62 percent have teachers who use Madeline Hunter's techniques, 70 percent have teachers who use Cooperative Learning, 53 percent have teachers who use the Whole Language method (a program that is based on use of children's literature rather than basal readers, deemphasizes the teaching of isolated skills, and integrates reading and writing instruction), and 31 percent have teachers who use Mastery Learning techniques. Children in low-poverty schools are generally more likely to be taught using the Madeline Hunter method than are students in high poverty schools. Students in high-poverty schools are more likely to be taught using Reading Recovery.

Among students in the third-grade cohort, the reading/language arts teachers of about 71 percent of the students report the use of Madeline Hunter's methods, 74 percent use Cooperative Learning, 41 percent report the use of Mastery Learning techniques, and 23 percent report the use of Whole Language. Students in low-poverty schools are more likely to be taught using Cooperative Learning than students in high-poverty schools. Students in high-poverty schools are more likely to be taught using Reading Recovery.

Among students in the seventh-grade cohort, the English teachers of 74 percent report the use of Cooperative Learning, 57 percent have teachers who use Madeline Hunter methods, 27 percent have teachers who report the use of Mastery Learning techniques, and only 6 percent have teachers who report the use of Whole Language. Students in low-poverty schools are more likely to be taught using Cooperative Learning than students in high-poverty schools but less likely to be taught using Whole Language methods.

Exhibit 3.63: Percentage of Students whose Teachers Employ Specified Pedagogical Methods for Reading/Language Arts/English Instruction by School Poverty Concentration and Grade Cohort

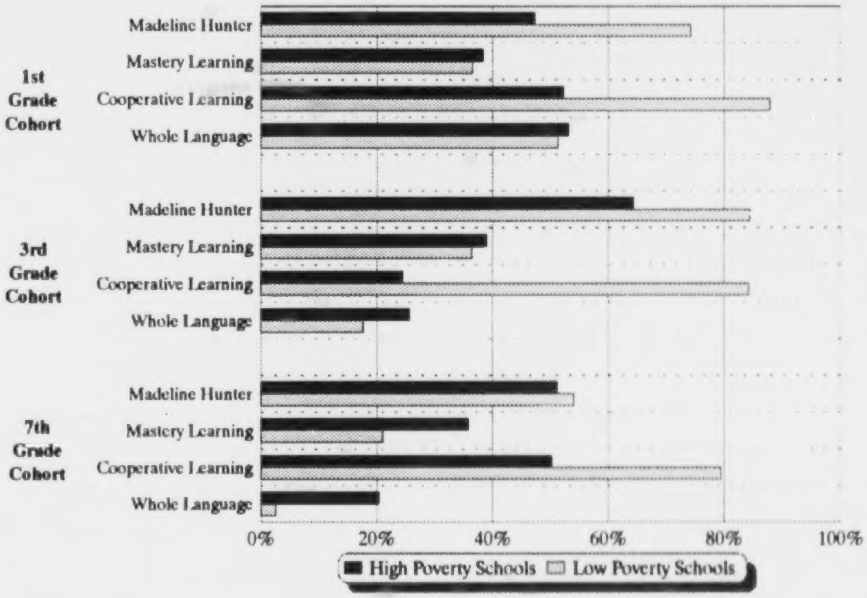


Exhibit 3.64: Percentage of Students whose Reading/Language Arts or English Teachers Use Specified Pedagogical Methods by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students whose Teachers Report Using Method	TOTAL	**School Poverty Concentration** 0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Madeline Hunter (3)	62.4%	74.3%	70.8%	34.9%	66.5%	47.4%
Mastery Learning (3)	31.1%	36.6%	29.1%	19.0%	32.2%	38.4%
Cooperative Learning (3)	70.4%	87.9%	56.6%	57.7%	83.3%	52.3%
Whole Language (3)	52.8%	51.4%	53.0%	58.9%	49.1%	53.2%
Reading Recovery (3)	7.6%	3.2%	3.5%	7.0%	19.2%	5.9%
3rd Grade Cohort						
Madeline Hunter (3)	70.7%	84.5%	64.6%	65.8%	50.7%	64.4%
Mastery Learning (3)	41.0%	36.5%	34.3%	42.1%	55.6%	39.0%
Cooperative Learning (3)	74.4%	84.3%	71.3%	72.7%	81.9%	24.5%
Whole Language (3)	23.4%	17.7%	28.9%	20.3%	36.3%	25.7%
Reading Recovery (3)	100.0%	•	•	•	•	3.2%
7th Grade Cohort						
Madeline Hunter (3)	57.0%	54.1%	65.3%	51.4%	28.6%	51.3%
Mastery Learning (3)	26.8%	21.1%	22.8%	38.0%	43.6%	35.9%
Cooperative Learning (3)	74.0%	79.5%	71.5%	75.1%	78.1%	50.3%
Whole Language (3)	5.9%	2.6%	3.0%	9.0%	27.2%	20.4%
Reading Recovery (3)	1.0%	2.7%	•	•	•	•
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: 1) Total N includes cases with unknown School Poverty status.

2) • = fewer than 20 sample cases in cell.

3) Madeline Hunter uses guides to effective lessons that emphasize anticipatory set, input and modeling, checking for understanding, and other features. Mastery Learning involves teaching methods in which students who do not perform at a preestablished mastery level (e.g., 80% correct on quizzes) receive corrective instruction, while other students receive enrichment. Cooperative Learning includes methods in which students often work in small groups and are expected to help each other learn. Whole Language Reading program is based on use of children's literature rather than basals, deemphasizing teaching of isolated skills, and integrating reading and writing instruction. Reading Recovery is a specific one-to-one tutoring program from Ohio State University, which uses specially trained certified teachers with students.

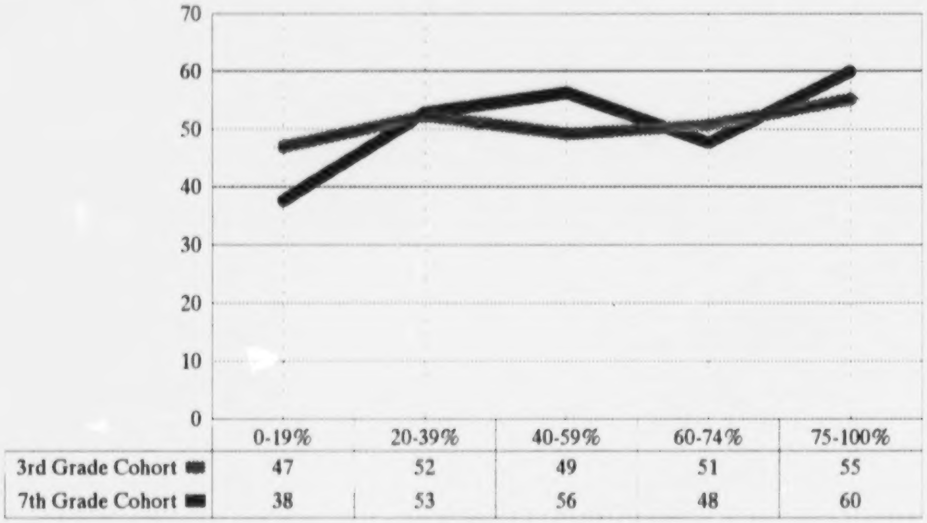
Source: Prospects, Classroom Teacher Questionnaire

Students' Writing in Class

There has been increasing emphasis on the importance of writing skills, especially with the movement toward whole-language instruction. To examine this issue, students in the third- and seventh-grade cohorts were asked to report on the extent to which they carry out writing assignments in school. (These data are not available for first-graders because questionnaires were not administered to them). The results of this question, presented in exhibits 3.65 and 3.66, indicate some surprising differences by category of school poverty.

About half the students in both cohorts report that they have writing assignments every day, and another one-quarter report that they have writing assignments in school 3 or 4 days a week. Very small proportions of students report that they do not write in school. Writing assignments do not appear to be neglected in high-poverty schools. In fact, in both grade-seven and grade-three cohorts, students in high-poverty schools were *more* likely than students in low-poverty schools to report that they write almost every day in their English/reading/language arts classes. This demonstrates the attention being paid to higher order skills in the most disadvantaged schools.

Exhibit 3.65: Percentage of Students Who Report Having Writing Assignments Every Day in Reading/Language Arts/English Class by School Poverty Concentration and Grade Cohort



	0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort ▬	47	52	49	51	55
7th Grade Cohort ▬	38	53	56	48	60

School Poverty Concentration

Exhibit 3.66: Student-Reported Frequency of Writing in Class by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Amount of Writing Done in English or Reading Class per Week	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Write almost every day	49.7%	37.6%	52.8%	56.3%	47.6%	60.0%
Write 3 to 4 times a week	24.3%	25.9%	24.3%	22.6%	27.4%	21.6%
Write 1 to 2 times a week	23.5%	33.0%	20.7%	19.0%	21.2%	16.4%
Do no writing	2.6%	3.5%	2.1%	2.2%	*	*
Missing data	22.9	20.1	19.2	22.7	27.7	31.8
7th Grade Cohort						
Write almost every day	50.8%	46.9%	52.3%	49.1%	50.6%	55.2%
Write 3 to 4 times a week	23.7%	29.8%	20.4%	23.9%	17.9%	19.1%
Write 1 to 2 times a week	21.5%	21.5%	22.4%	22.8%	23.2%	20.6%
Do no writing	4.0%	1.7%	4.9%	4.1%	8.4%	5.1%
Missing data	16.0	12.9	14.0	15.1	14.8	17.1
Total Weighted N						
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Student Questionnaire

Chapter 1 Organization and Instructional Services

Under the Chapter 1 program, schools have considerable latitude in choosing how they provide supplemental services to their students. To examine this issue, exhibits 3.67 and 3.68 provide estimates of the percentage of students, by grade cohort and category of school poverty, who are in schools that provide Chapter 1 instruction using various service delivery models. As these data indicate, pullout programs are the approach most commonly used in the first- and third-grade cohorts, for both reading/language arts/English and math. However, Chapter 1 first- and third-graders in high-poverty schools are far more likely to receive services in their regular class than are those in low-poverty schools. In fact, in high-poverty schools, in-class instruction is the predominant service-delivery model.

Chapter 1 students in the seventh-grade cohort are less likely to receive services through the use of a pullout program; they are more likely to be served through add-on programs—either during the regular year or over the summer—particularly in high-poverty schools. This probably reflects the fact that far fewer students participate in the Chapter 1 program in middle schools.

Exhibit 3.67: Percentage of Students in Schools that Provide In-Class Chapter 1 Instruction by Subject Area, School Poverty Concentration, and Grade Cohort

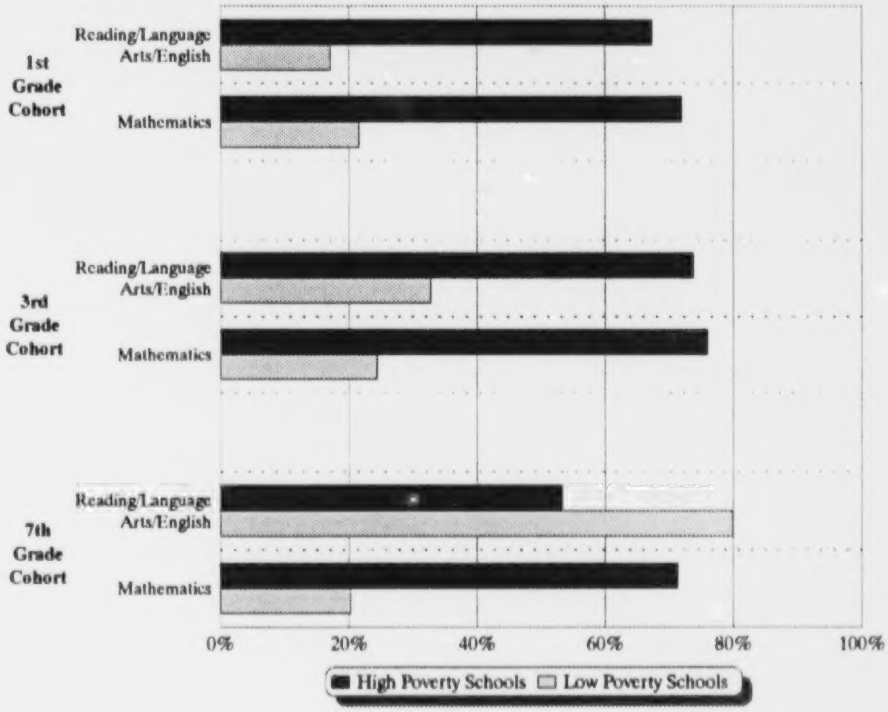


Exhibit 3.68: Type of Chapter 1 Instruction or Services by Subject Area, School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Type of Chapter 1 Instruction or Service	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort: Reading						
In class	38.7%	17.1%	26.9%	37.4%	29.7%	67.4%
Limited pullout	68.6%	100.0%	72.0%	73.8%	68.7%	32.7%
Extended pullout	5.4%	*	15.8%	1.8%	1.6%	8.1%
Add-on, regular school year	2.7%	*	*	*	*	15.9%
Add-on, summer	15.4%	*	21.6%	3.0%	26.6%	11.0%
Replacement	1.8%	*	5.7%	-	-	3.5%
Tutoring	17.7%	*	4.2%	19.3%	33.5%	17.3%
Other	2.0%	*	*	*	*	11.8%
3rd Grade Cohort: Reading						
In class	45.7%	32.8%	26.0%	46.1%	35.1%	73.8%
Limited pullout	60.1%	97.3%	63.8%	37.8%	39.1%	40.7%
Extended pullout	14.4%	*	22.3%	18.3%	7.1%	21.0%
Add-on, regular school year	2.7%	*	*	*	*	12.8%
Add-on, summer	10.6%	*	16.7%	7.6%	1.0%	23.8%
Replacement	4.8%	*	*	8.0%	31.6%	2.2%
Tutoring	13.5%	*	10.5%	23.3%	31.2%	17.6%
Other	1.7%	*	*	*	*	7.5%
7th Grade: English						
In class	48.9%	79.9%	33.3%	51.4%	2.0%	53.3%
Limited pullout	35.8%	43.7%	18.1%	70.4%	*	11.5%
Extended pullout	12.2%	20.1%	*	*	1.0%	33.3%
Add-on, regular school year	6.9%	*	11.5%	*	2.0%	27.1%
Add-on, summer	12.0%	*	1.6%	35.8%	*	4.8%
Replacement	10.1%	*	*	*	97.1%	*
Tutoring	21.6%	*	48.8%	29.4%	*	25.0%
Other	3.7%	*	15.5%	*	*	7.1%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Characteristics of Schools and Programs

Exhibit 3.68 (Continued): Type of Chapter 1 Instruction or Services by Subject Area, School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Type of Chapter 1 Instruction or Service	TOTAL	School Poverty				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort: Math						
In class	52.1%	21.6%	30.1%	58.2%	41.0%	72.0%
Limited pullout	54.9%	100.0%	68.7%	61.5%	49.3%	19.1%
Extended pullout	2.8%	*	1.5%	3.2%	2.4%	6.1%
Add-on, regular school year	2.7%	*	*	*	*	13.6%
Add-on, summer	17.6%	*	8.1%	5.2%	41.2%	8.6%
Replacement	*	*	*	*	*	*
Tutoring	8.4%	*	5.5%	10.9%	6.4%	17.5%
Other	1.7%	*	*	*	*	8.4%
3rd Grade Cohort: Math						
In class	46.9%	24.4%	31.7%	36.7%	45.4%	76.0%
Limited pullout	58.5%	95.8%	62.0%	43.8%	42.9%	34.9%
Extended pullout	12.9%	*	10.1%	23.3%	11.8%	17.7%
Add-on, regular school year	3.3%	*	*	*	1.7%	14.4%
Add-on, summer	3.5%	1.0%	4.1%	2.7%	2.0%	6.8%
Replacement	3.2%	1.0%	*	9.5%	12.7%	1.9%
Tutoring	10.6%	*	7.5%	19.5%	22.0%	14.6%
Other	1.5%	*	*	1.0%	*	5.3%
7th Grade Cohort: Math						
In class	30.7%	20.3%	29.8%	31.7%	5.5%	71.4%
Limited pullout	26.5%	34.5%	25.3%	48.4%	*	8.8%
Extended pullout	17.2%	12.8%	23.2%	17.4%	30.4%	1.3%
Add-on, regular school year	16.2%	32.5%	1.7%	*	1.9%	44.6%
Add-on, summer	6.8%	*	*	18.2%	*	27.7%
Replacement	13.6%	*	22.0%	*	63.5%	*
Tutoring	16.0%	*	27.6%	31.2%	*	19.0%
Other	2.3%	*	4.7%	*	*	5.4%
Total N						
1st Grade	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Characteristics of Schools and Programs

Tutoring in Regular Math Class. In addition to the services that are provided by Chapter 1 teachers and aides, regular classroom instructional staff also provide assistance to educationally disadvantaged students. To examine how such services are provided, regular classroom math teachers were asked about their use of one-to-one tutoring for students at risk for failure (exhibits 3.69 and 3.70). In both grade cohorts, the most common providers are certified teachers and same-age student tutors.

The notable differences are that at-risk students in high-poverty schools in the third-grade cohort are more likely to receive individual tutoring from paraprofessionals or same-age students, while at-risk students in low-poverty schools are more likely to be tutored by volunteers or older students. At-risk students in the seventh-grade cohort who are in high-poverty schools are more likely to be tutored by older or same-age students.

Exhibit 3.69: Percentage of Students whose Math Teachers Use Various Types of Tutoring for At-Risk Students by School Poverty Concentration and Grade Cohort

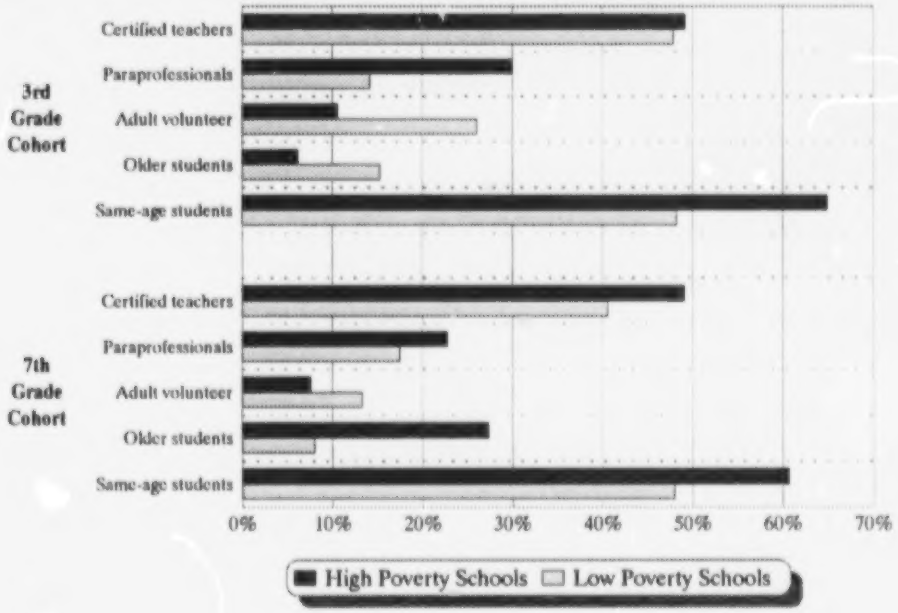


Exhibit 3.70: Percentage of At-Risk Students Receiving Various Types of Math Tutoring by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students Receiving Type of Math Tutoring	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
3rd Grade Cohort						
Individual using certified teachers	46.8%	47.9%	52.2%	41.8%	51.2%	49.2%
Individual using paraprofessionals	22.6%	14.2%	22.8%	20.9%	39.1%	30.0%
Individual using adult volunteer	18.8%	26.1%	24.1%	13.5%	5.0%	10.6%
Individual using older students	10.9%	15.3%	7.3%	10.6%	18.9%	6.2%
Individual using same-age students	58.3%	48.3%	63.3%	60.5%	72.6%	64.9%
7th Grade Cohort						
Individual using certified teachers	47.2%	40.6%	41.1%	70.5%	31.7%	49.1%
Individual using paraprofessionals	23.3%	17.5%	28.9%	23.1%	9.1%	22.8%
Individual using adult volunteer	13.4%	13.3%	11.8%	11.0%	40.6%	7.6%
Individual using older students	16.5%	8.0%	23.2%	8.5%	30.7%	27.4%
Individual using same-age students	56.7%	48.0%	55.2%	65.6%	71.8%	60.7%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

Tutoring in Regular Reading/English Class. Reading/language arts/English teachers were also asked about their use of one-to-one tutoring for at-risk students (exhibits 3.71 and 3.72).

Tutoring arrangements for reading/language arts/English instruction resemble those reported for math instruction, except that the overall prevalence of individual tutoring arrangements is slightly lower for this subject. For the elementary grade cohorts, student tutors remain the most common arrangement, with tutoring by certified teachers slightly less common. Among students in the seventh-grade cohort, however, tutoring by certified teachers was twice as prevalent as tutoring by students.

Compared to students in low-poverty schools, at-risk students in high-poverty schools in the first- and third-grade cohorts are more likely to receive tutoring from paraprofessionals or other students. Similarly, compared to students in low-poverty schools, students in the seventh-grade cohort in high-poverty schools are less likely to be tutored by certified teachers or paraprofessionals.

Exhibit 3.71: Percentage of Students whose Reading/Language Arts/English Teachers Use Various Types of Tutoring for At-Risk Students by School Poverty Concentration and Grade Cohort

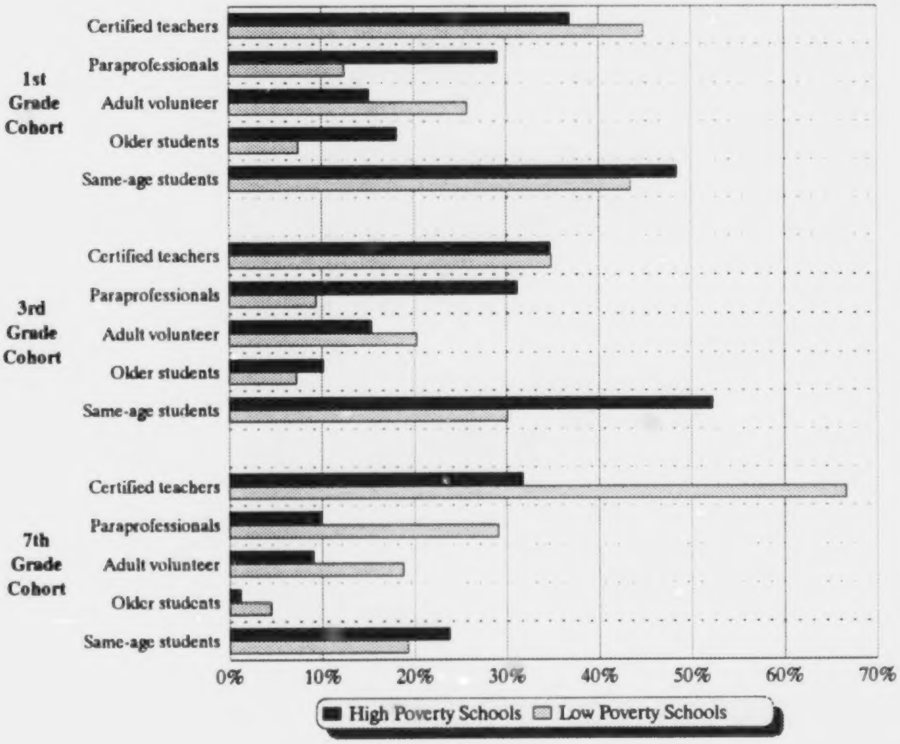


Exhibit 3.72: Percentage of At-Risk Students Receiving Various Types of Reading/ Language Arts or English Tutoring by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students Receiving Type of Reading/Language Arts or English Tutoring	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Individual using certified teachers	36.3%	44.9%	17.2%	43.1%	37.6%	36.9%
Individual using paraprofessionals	25.8%	12.5%	15.6%	29.8%	36.6%	29.1%
Individual using adult volunteer	30.9%	25.8%	34.6%	28.4%	37.0%	15.2%
Individual using older students	16.5%	7.5%	18.1%	21.6%	21.6%	18.2%
Individual using same-age students	50.2%	43.5%	52.6%	45.4%	56.6%	48.5%
3rd Grade Cohort						
Individual using certified teachers	36.4%	34.9%	33.1%	34.1%	65.7%	34.8%
Individual using paraprofessionals	16.3%	9.4%	15.1%	13.6%	30.7%	31.2%
Individual using adult volunteer	19.3%	20.3%	29.2%	8.3%	15.6%	15.4%
Individual using older students	7.4%	7.3%	5.3%	4.0%	17.5%	10.2%
Individual using same-age students	42.7%	30.1%	47.8%	47.4%	55.7%	52.3%
7th Grade Cohort						
Individual using certified teachers	50.1%	66.7%	38.7%	48.8%	59.9%	31.8%
Individual using paraprofessionals	18.7%	29.1%	18.4%	8.0%	1.5%	9.9%
Individual using adult volunteer	13.6%	18.8%	6.0%	23.3%	9.7%	9.1%
Individual using older students	6.0%	4.5%	7.4%	7.8%	1.0%	1.2%
Individual using same-age students	25.6%	19.3%	26.0%	35.9%	24.3%	23.8%
Total Weighted N						
1st Grade Cohort	3,555,521	843,742	843,595	536,443	709,964	477,074
3rd Grade Cohort	3,042,495	967,336	700,709	480,394	318,117	400,688
7th Grade Cohort	2,945,025	783,549	108,226	629,226	177,332	207,325

Notes: Total N includes cases with unknown School Poverty status.

* = fewer than 20 sample cases in cell.

Source: Prospects, Classroom Teacher Questionnaire

Part 4:

Language-Minority and Limited-English-Proficient Students

Summary

This final part of the ***Prospects*** interim report focuses on two subgroups of children:

- ***Language-Minority Students***—Children are classified as language-minority if they are reared in a setting in which a language other than English is commonly used.
- ***Limited-English-Proficient (LEP) Students***—Children are classified as LEP if their native language is other than English and their skills in speaking, reading, or writing English are such that they can derive limited benefit from school instruction in English.

In this report, LEP and language-minority status is measured by the following procedures:

Students are classified as LEP in ***Prospects*** *if any of the following criteria are true in the data collected in the spring 1992 wave of the study:*

- The school listed the student as being assigned to instruction by an English as a Second Language (ESL) teacher for at least some portion of instruction.
- The school identified the student as "language limited" for purposes of standardized testing, regardless of whether the student actually took the test.
- The student was classified by the school as not sufficiently proficient in English to take the English-language test battery used in ***Prospects***, but was classified as able to take the Spanish-language standardized test (Spanish Assessment of Basic Education) used in this study.
- The student's school records showed evidence of the child's current participation in ESL or Bilingual Education classes or services, whether funded by Chapter 1, other federal funds, or state or local sources.
- The student's teacher identified the child as LEP in the student profile form completed for each student (teachers were provided an appropriate definition to consult).

Students are identified as language-minority if any of the following conditions hold in the data collected in the spring 1992 wave of the study:

- Students were classified as LEP by any of the criteria listed above.
- The student's teacher identified the child as language-minority in the student profile form (teachers were provided an appropriate definition to consult).
- The student identified him or herself as having learned another language before English (not available for first-grade students).
- The student's parent identified the child as ever having participated in an ESL program.
- The student's parent reported that a language other than English is spoken in the home.
- The student's parent reported that English is spoken in the home *less than all the time*.

These criteria were applied to all three cohorts. However, a few features of the study are important to keep in mind when examining the exhibits in this part.

First, with support from the Office of Bilingual Education and Minority Language Affairs (OBEMLA), ***Prospects*** oversampled schools in sampled districts that district administrators identified as having high concentrations (i.e., over 25 percent) of LEP children. After consultation with OBEMLA, in order to maximize the policy relevance of the study, oversampling was focused on those schools where LEP students are most common—elementary schools. Therefore, the first- and third-grade cohort data reported here include cases from the OBEMLA-supplement schools, and the results reflect specially derived weights to compensate for the oversampling. However, because the seventh-grade cohort was not similarly oversampled, the weights for the seventh-grade analyses are derived from the overall sample design. Coupled with the smaller sample size for the seventh-grade cohort, this has the consequence that estimates of language-minority or LEP student status have larger sampling variances for students in the seventh-grade cohort than for members of the first and third-grade cohorts.

Second, as in Parts 1 through 3 of this report, the approach taken in this section is purposefully descriptive, as befits a preliminary report. Although there are many latent theories of causal processes embedded in the layout of the tables, for the sake of clarity, we have limited the numbers of statistical controls applied to the tables. While this presentation is economical, it is important to note that the myriad issues surrounding school achievement and program participation for language minorities will be investigated in further work using ***Prospects*** data. In particular, the focus on the question of determinants of scholastic achievement, such as grades, growth in test scores, and grade delay, will be sharpened. In addition, the feasibility of estimating the effects of ESL program participation (e.g., by using the longitudinal structure of ***Prospects*** to determine what the exit rate from LEP status is for those who have received ESL services, compared with the rate for students who do not receive such services) will be examined in detail in future reports.

The Size of the Language-minority and Limited-English-Proficient Populations

Using the definition described above, it is estimated that language-minority students make up about 16 percent of the first-grade cohort, about 15 percent of the third-grade cohort, and 13 percent of the seventh-grade cohort. Students classified as LEP comprise 7 percent of the first-grade cohort, about 6 percent of the third-grade cohort, and about 3 percent of the seventh-grade cohort.

In the elementary grades, about 40 percent of the language-minority children are also LEP and need language services. By the middle-school grades, the proportion of LEPs among language minorities drops to about one-quarter.

Geographical Distribution of the Language-Minority and LEP Populations

Prospects data confirm that in the 1991-92 school year, language-minority and LEP students were far from uniformly distributed across geographical regions or types of communities. The concentrations of language-minority and LEP students were roughly equivalent to the national average in both the Northeast and the South. The western region includes language-minority and LEP students at about double the national average. The student population in the midwestern region includes about one-third the proportion of language-minority and LEP students in the nation as a whole.

Urban communities (central cities within standard metropolitan statistical areas) contain far higher proportions of language-minority and LEP students than other types of communities. For example, among the ***Prospects*** third-grade cohort, 30 percent of the students in urban communities have language-minority backgrounds, and about one in seven students is classified as LEP. The corresponding proportions are far lower in suburban communities (slightly more than half that found for urban areas) and rural communities (about one-sixth the rate for urban settings).

Demographic Characteristics

A strong association exists between the mother's educational attainment and the student's status as LM and LEP. For example, whereas about 6 percent of all children in the third-grade cohort are classified as LEP, among families in which the mother has no more than eight years of schooling, the percentage of LEP students exceeds 40 percent.

More than 40 percent of students in the first-grade cohort of Asian/Pacific Islander or Hispanic descent are LEP. Among third-grade cohort students, 19 percent of the Asian students and 41 percent of the Hispanic students are LEP. The incidence of LEPs in the seventh-grade cohort is about 16 percent for Asian students and more than 23 percent for Hispanic students.

Students' Academic Achievement and School Poverty

In the first-grade cohort, the prevalence of LEP children in schools with the highest concentration of poor children is about three times the rate for the entire first-grade population. For the third-grade cohort, high-poverty schools have about four times the national rate for that student cohort. Proportions of LEP student in low-poverty schools, conversely, is far below the national average.

Language-minority and LEP students are also greatly overrepresented among the segment of the student population that scores below the 35th percentile on nationally normed achievement tests. Among this low-achieving group of students, about 13 percent of the first- and third-grade cohorts and about 6 percent of the lowest-achievers in the seventh-grade cohort are classified as LEP.

Participation in Compensatory Education and ESL/Bilingual Services

The proportion of LEP students among the population of Chapter 1 students varies by grade. About one-sixth of the children in the first- and third-grade cohorts who are receiving Chapter 1 services (either in conventional arrangements or Schoolwide Programs) are also classified as LEP.

LEP students receive language education assistance from a variety of sources. For all three grade cohorts, state and local programs provide services to the largest proportion of LEP students. However, there is considerable variation by grade level.

When data about services received by LEP students are combined from multiple sources (e.g., student records and teacher reports), the evidence indicates that the large majority of LEP students (92 percent of LEP students in the first-grade cohort, 89 percent of LEP students in the third-grade cohort, and

84 percent of LEP students in the seventh-grade cohort) are receiving some form of language services (although the funding source may not be identified in ***Prospects*** data).

Rates of service provision to LEP students were examined across three categories of schools that varied in their proportion of enrolled students who were classified as LEP. The proportion of LEP students receiving services remains high (generally above 85 percent) for students in all three grade cohorts attending schools with 5 percent or more LEP students. Sizable variation in the percentage of LEP students receiving language services was observed across the three grade cohorts for LEP students attending schools with low concentrations (less than 5 percent) of other LEP students. Although LEP services for students in the first-grade cohort in schools with low LEP concentration remains high at 87 percent, the comparable percentages for students in the third- and seventh-grade cohorts were 73 percent and 58 percent, respectively.

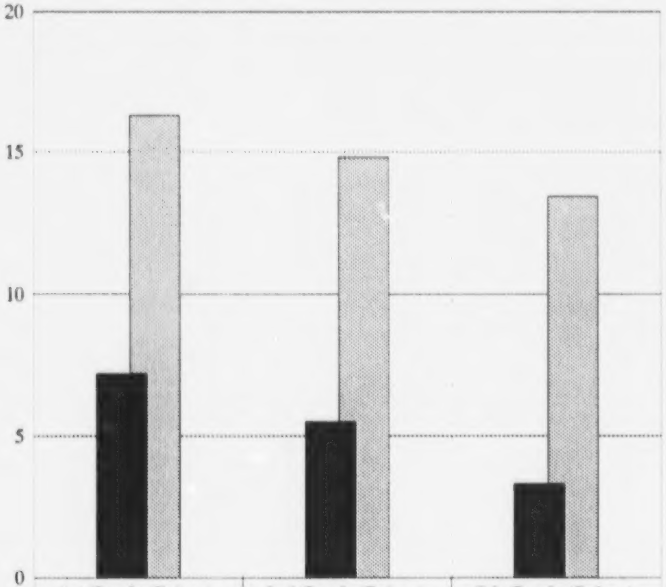
The Size of the Language-Minority (LM) and Limited-English-Proficient (LEP) Populations

As shown in exhibits 4.1 through 4.3, estimates of the percentages of language minorities range from about 16 percent for the first-grade cohort, to 15 percent for the third-grade cohort and 13 percent for the seventh-grade cohort.

The percentage of students who are estimated to be LEP ranges from 7 percent for the first-grade cohort, to 6 percent for the third-grade cohort and about 3 percent for the seventh-grade cohort. These estimates are generally consistent with those from other national data sources on these grade levels.

In the elementary grades, approximately 40 percent of the children who are language-minority students are also LEP; this proportion is lower for the seventh-grade cohort, reflecting the rate that students gain English proficiency as they advance in grade level. The percentage of all students who are language-minority, but *not* LEP, ranges from 9 percent in the first-grade cohort, to 8 percent of the third-grade cohort, and 10 percent of the seventh-grade cohort.

Exhibit 4.1: Percentage of Students Classified as Language Minority or Limited English Proficient by Grade Cohort



	1st Grade Cohort	3rd Grade Cohort	7th Grade Cohort
Limited English Proficient ■	7	6	3
Language Minority ▨	16	15	13

Exhibit 4.2: Percentage of Students Classified as Language Minority or Limited English Proficient or Both by Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students	Language Minority	Limited English Proficient
1st Grade Cohort	16.3%	7.2%
3rd Grade Cohort	14.9%	5.5%
7th Grade Cohort	13.4%	3.3%
Total Weighted N		
1st Grade Cohort	3,576,528	3,576,528
3rd Grade Cohort	3,057,515	3,057,515
7th Grade Cohort	2,945,025	2,945,025

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 cases in cell.

Source Prospects Composite Variable

Exhibit 4.3: Percentage of Students Classified as Language Minority or Limited English Proficient or Both by Grade Cohort: 12-Month Follow-up Study

(Weighted Percentages)

Percentage of Students	1992
1st Grade Cohort	
Language Minority and Limited English Proficient	7.2%
Language Minority, but not Limited English Proficient	9.1%
Neither Language Minority nor Limited English Proficient	83.7%
3rd Grade Cohort	
Language Minority and Limited English Proficient	5.5%
Language Minority, but not Limited English Proficient	9.4%
Neither Language Minority nor Limited English Proficient	85.1%
7th Grade Cohort	
Language Minority and Limited English Proficient	3.3%
Language Minority, but not Limited English Proficient	10.1%
Neither Language Minority nor Limited English Proficient	86.6%
Total Weighted N	
1st Grade Cohort	3,576,528
3rd Grade Cohort	3,057,515
7th Grade Cohort	2,945,025

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 cases in cell.

Source Prospects Composite Variables

Regional Distribution of the Language-Minority and LEP Populations

Region

There is enormous variation in the percentages of language-minority and LEP students (exhibits 4.4 and 4.5) across the four U.S. Census Regions. Across all three grade cohorts, the western region contains the highest percentages of both language-minority and LEP students, and the midwestern region contains the lowest percentages of both types of students. Percentages of language-minority and LEP students found in the Northeast and South are approximately equal. About one-fourth of students in all three grade cohorts living in the West are classified as language-minority students.

Approximately one-seventh of the students in the ***Prospects*** first- and third-grade cohorts located in the western region are identified as LEP. All other regions contain substantially lower proportions of LEP students.

Exhibit 4.4: Percentage of Students Classified as Language Minority or Limited English Proficient by Region and Grade Cohort

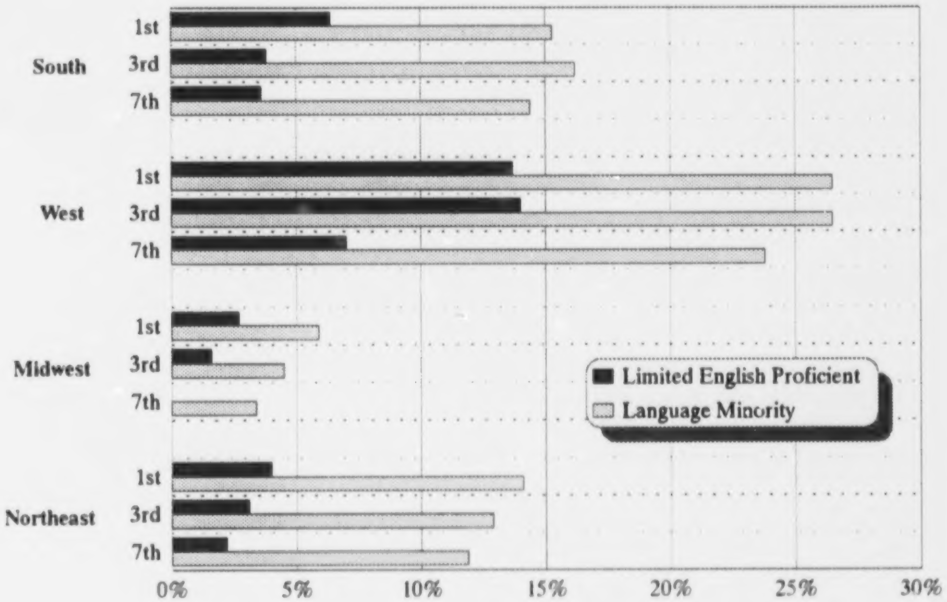


Exhibit 4.5: Percentage of Students Classified as Language Minority or Limited English Proficient by Region and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students	TOTAL	South	West	Midwest	Northeast
1st Grade Cohort					
Language Minority	16.3%	15.3%	26.5%	5.9%	14.1%
Limited English Proficient	7.2%	6.4%	13.7%	2.7%	4.0%
3rd Grade Cohort					
Language Minority	14.9%	16.2%	26.5%	4.5%	12.9%
Limited English Proficient	5.5%	3.8%	14.0%	1.6%	3.1%
7th Grade Cohort					
Language Minority	13.4%	14.4%	23.8%	3.4%	11.9%
Limited English Proficient	3.3%	3.6%	7.0%	*	2.2%
Total Weighted N					
1st Grade Cohort	3,576,528	1,385,055	902,637	614,911	673,925
3rd Grade Cohort	3,057,515	946,587	608,001	553,816	568,117
7th Grade Cohort	2,945,025	979,338	565,494	653,278	497,431

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 cases in cell.

Source: Prospects Composite Variables

Urbanicity

Both language-minority and LEP students are heavily concentrated in urban areas (exhibits 4.6 and 4.7). More than one-fourth of students in the first-grade cohort, and nearly one-third of students in the third-grade cohort and over one-fifth of students in the seventh-grade cohort attending school in urban areas are identified as language-minority.

About *one in seven* students in the first- and third-grade cohorts attending schools in urban areas are classified as LEP. The rates for LEP students in urban communities are substantially higher than those observed for suburban sites, and over 20 times the rate for rural areas. In the seventh-grade cohort, however, LEP students make up only about 7 percent of students in urban areas. This percentage is considerably greater than that found within either suburban communities (about 4 percent) or in rural areas (less than 1 percent of students classified as LEP).

Exhibit 4.6: Percentages of Students Classified as Language Minority or Limited English Proficient by Urbanicity and Grade Cohort

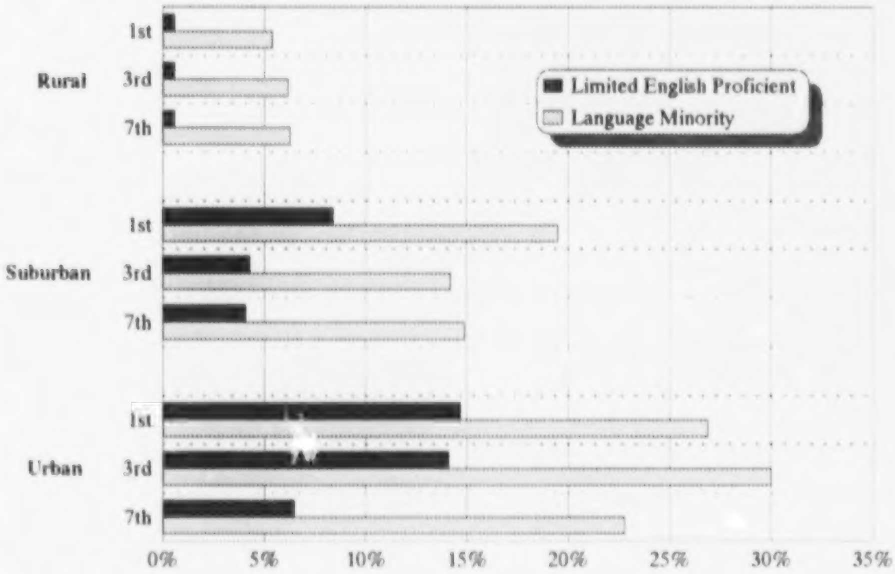


Exhibit 4.7: Percentage of Students Classified as Language Minority or Limited English Proficient by Urbanicity and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Percentage of Students	TOTAL	Rural	Suburban	Urban
1st Grade Cohort				
Language Minority	16.3%	5.4%	19.5%	26.9%
Limited English Proficient	7.2%	0.6%	8.4%	14.7%
3rd Grade Cohort				
Language Minority	14.9%	6.2%	14.2%	30.0%
Limited English Proficient	5.5%	0.6%	4.3%	14.1%
7th Grade Cohort				
Language Minority	13.4%	6.3%	14.9%	22.8%
Limited English Proficient	3.3%	0.6%	4.1%	6.5%
Total Weighted N				
1st Grade Cohort	3,576,528	1,296,387	1,370,670	909,471
3rd Grade Cohort	3,057,515	992,076	981,353	703,092
7th Grade Cohort	2,945,025	1,113,058	941,913	640,571

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 cases in cell.

Source: Prospects Composite Variables

Demographic Characteristics

Mother's Education

There is a strong relationship between the mother's education and the student's language-minority and LEP status (exhibits 4.8 and 4.9). Across all three grade cohorts, the highest rates of language-minority and LEP status are found within the lowest maternal educational levels. In the first-grade cohort, 64 percent of the students whose mothers have eight or fewer years education are classified as language minority; among students in the third-grade cohort, 76 percent of the students whose mothers have eight years or less education are language-minorities; for the seventh-grade cohort, 69 percent of students whose mothers have eight or fewer years of schooling are language-minority.

Similar relationships exist for students classified as LEP. Among students in the first- and third-grade cohorts whose mothers have eight or fewer years of schooling, nearly 45 percent are classified as LEP. This percentage decreases to 21 percent for members of the seventh-grade cohort.

Exhibit 4.8: Percentage of Students Classified as Language Minority or Limited English Proficient by Mother's Educational Attainment and Grade Cohort

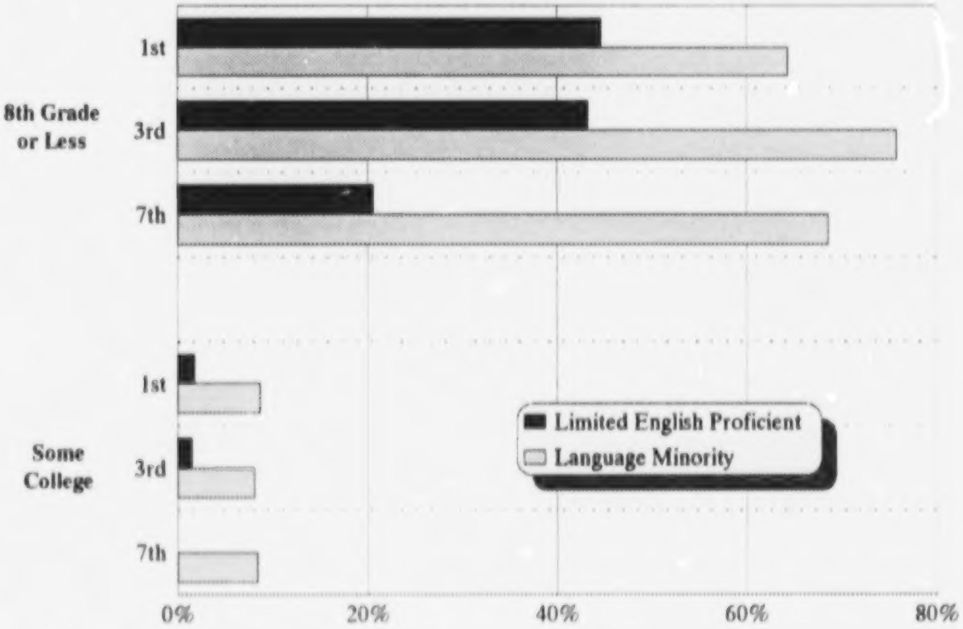


Exhibit 4.9: Percentage of Students Classified as Language Minority or Limited English Proficient by Mother's Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

		Education of Mother									
Percentage of Students	TOTAL	8 Years or Less	9 to 11 Years	12 Years	Voc. Ed Training	Some College	2-Year College	4-Year College	Masters Degree	Ph.D., M.D. Degree	Missing Data
1st Grade Cohort											
Language Minority	16.3%	64.4%	25.9%	13.9%	11.6%	8.7%	10.3%	10.1%	14.7%	21.5%	19.4%
Limited English Proficient	7.2%	44.7%	9.4%	4.2%	4.0%	1.8%	5.7%	2.2%	2.5%	*	11.3%
3rd Grade Cohort											
Language Minority	14.9%	75.8%	23.8%	12.9%	10.5%	8.1%	11.9%	8.9%	7.1%	*	16.4%
Limited English Proficient	5.5%	43.3%	7.8%	2.9%	2.9%	1.5%	3.2%	1.2%	*	*	8.5%
7th Grade Cohort											
Language Minority	13.4%	68.6%	26.5%	11.8%	8.3%	8.4%	10.4%	8.5%	6.2%	*	12.1%
Limited English Proficient	3.3%	20.6%	5.7%	1.7%	*	*	*	*	*	*	5.0%
Total Weighted N											
1st Grade Cohort	3,576,528	106,024	255,690	847,504	264,589	502,679	205,966	345,625	85,999	21,314	941,140
3rd Grade Cohort	3,057,515	87,209	169,214	680,284	224,249	379,502	174,247	306,888	122,792	14,537	898,592
7th Grade Cohort	2,945,025	89,709	174,270	673,522	198,028	338,420	154,303	258,939	103,742	15,918	938,174

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 cases in cell.

Source: Prospects Parent Questionnaire

Race and Ethnicity

Not surprisingly, students of Asian and Hispanic descent are highly likely to be classified as language-minority or LEP students (exhibits 4.10 and 4.11). Among members of the first-grade cohort, 65 percent of the Asian students were classified as language-minority, and 41 percent were classified as LEP. The observed distributions were slightly higher for Hispanic members of the first-grade cohort.

The relative proportions of language-minority and LEP students were somewhat different for the third- and seventh-grade cohorts. Nearly three-fourths of the Hispanic students in the third-grade cohort, and over two-thirds of Hispanic students in the seventh-grade cohort were classified as language-minorities. However, the proportion of LEP students among Hispanics drops sharply between the elementary and middle grades. By the 1991-92 school year, only about one-third of the Hispanic students in the seventh-grade cohort classified as language-minorities were *also* identified as LEP, compared with well over half of Hispanic language-minority students in the elementary grades who were also classified as LEP.

For students of Asian and Pacific Islander descent, the proportion of LEP students decreases by grade level much more rapidly than among those of Hispanic descent. About 41 percent of Asian students are classified as LEP in the first-grade cohort. Among those in the third-grade cohort, the proportion drops to 19 percent. Among Asian students in the seventh-grade cohort, although over two-thirds are identified as language-minorities, only 16 percent are also classified as LEP, a somewhat lower ratio than that found for Hispanic students in the seventh-grade cohort. Observed differences by grade cohort in LEP percentages between Asian and Hispanic students could be due either to differences in immigration rates for the two ethnic groups within the three cohorts or to differences in speed in attaining proficiency in English for the two ethnic groups. Data are not yet available to explore these possibilities.

Exhibit 4.10: Percentage of Students Classified as Language Minority or Limited English Proficient by Race-Ethnicity and Grade Cohort

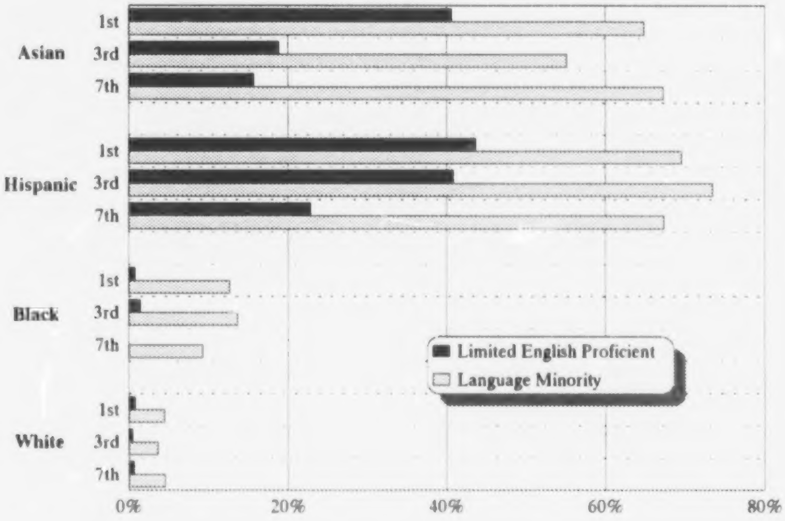


Exhibit 4.11: Percentage of Students Classified as Language Minority or Limited English Proficient by Race/Ethnicity and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students	TOTAL	Asian	Hispanic	Black	White	American Indian	Other	Missing Data
1st Grade Cohort								
Language Minority	16.3%	64.9%	69.6%	12.7%	4.5%	19.5%	59.3%	12.5%
Limited English Proficient	7.2%	40.7%	43.7%	0.8%	0.8%	•	21.8%	3.8%
3rd Grade Cohort								
Language Minority	14.9%	55.2%	73.5%	13.7%	3.7%	19.6%	54.1%	11.9%
Limited English Proficient	5.5%	18.9%	40.9%	1.5%	0.5%	•	26.9%	2.5%
7th Grade Cohort								
Language Minority	13.4%	67.3%	67.4%	9.3%	4.6%	25.8%	•	10.0%
Limited English Proficient	3.3%	15.7%	22.9%	•	0.7%	•	•	2.1%
Total Weighted N								
1st Grade Cohort	3,576,528	73,595	395,152	432,791	1,749,717	52,851	12,360	860,063
3rd Grade Cohort	3,057,515	90,501	299,195	325,682	1,791,792	38,960	15,008	496,377
7th Grade Cohort	2,945,025	62,238	252,881	291,029	1,691,146	46,417	11,470	589,843

Notes: Total Weighted N includes cases with unknown School Poverty status.

• = fewer than 20 cases in cell.

Source: Prospects Student Record Abstract Form

Students' Academic Achievement and School Poverty

Language-minority and LEP students are disproportionately represented among low achievers and in schools with high concentrations of poor children (Exhibits 4.12 through 4.14). In the first- and third-grade cohorts, language-minority students are about three to six times more likely to be found in high-poverty schools than in low-poverty schools. In the seventh-grade cohort, language-minority students are nearly three times as common in high-poverty schools (25.1 percent) as in low-poverty schools (8.5 percent).

The contrasts across categories of school poverty are much sharper for LEP students. In the first-grade cohort the percentage of LEP students in high-poverty schools (21.6 percent) is nine times the proportion found in low-poverty schools (2.4 percent), and is about three times the percentage for the entire first-grade cohort (7.2 percent). In the third-grade cohort, the proportion of LEP students in high-poverty schools (21.7 percent) is about four times that for the entire grade cohort (5.5 percent). Even at the middle-school level, more than 8 percent of the students are identified as LEP, compared with about 3 percent for the seventh-grade cohort as a whole. (The numbers of LEP students observed in both the third- and seventh-grade cohorts in low-poverty schools were too small to permit reliable statistical estimates.)

Exhibit 4.12: Percentage of Students Classified as Language Minority or Limited English Proficient by Achievement Level and Grade Cohort

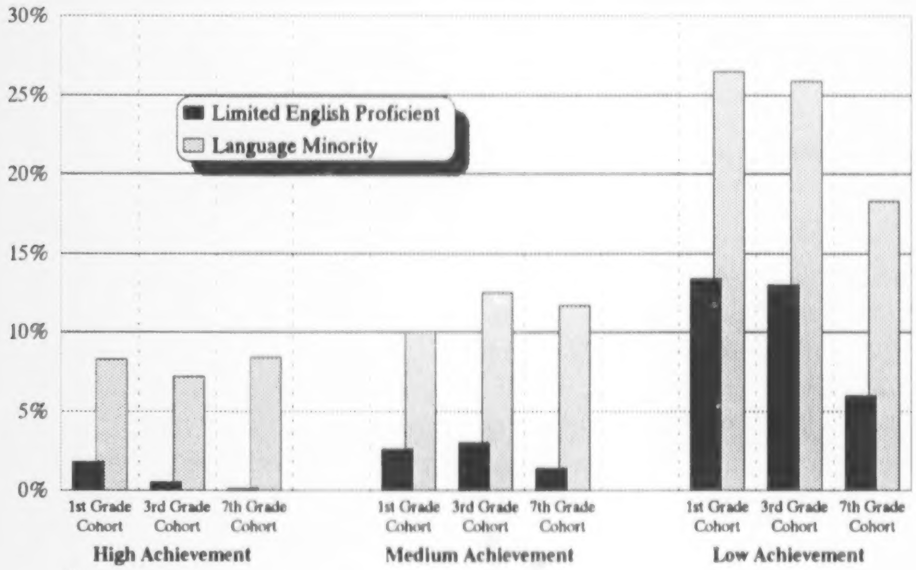


Exhibit 4.13: Percentage of Students Classified as Language Minority or Limited English Proficient by School Poverty Concentration and Grade Cohort

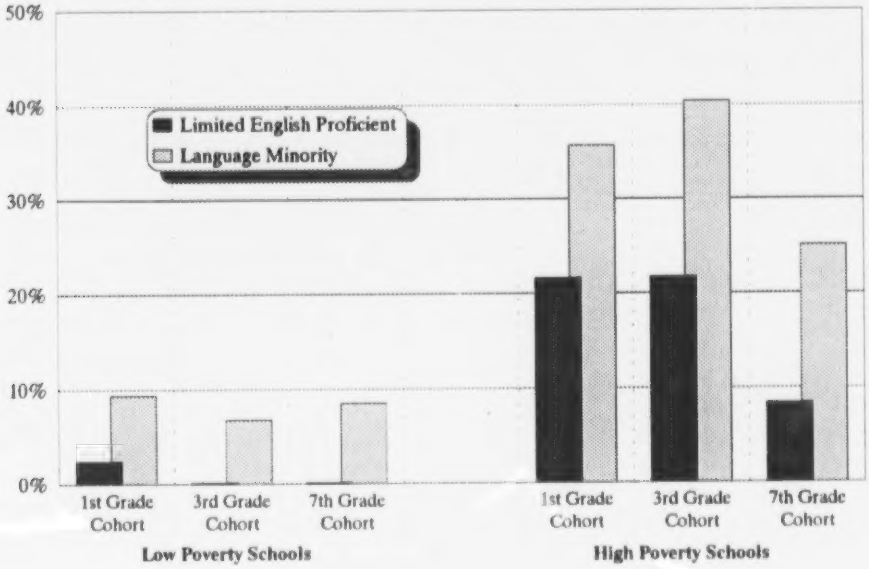


Exhibit 4.14: Percentage of Students Classified as Language Minority or Limited English Proficient by School Poverty Concentration and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Percentage of Students	TOTAL	School Poverty Concentration				
		0-19%	20-39%	40-59%	60-74%	75-100%
1st Grade Cohort						
Language Minority	16.3%	9.4%	7.9%	16.2%	23.1%	35.7%
Limited English Proficient	7.2%	2.4%	2.8%	7.2%	8.9%	21.6%
3rd Grade Cohort						
Language Minority	14.9%	6.8%	9.4%	15.3%	23.8%	40.4%
Limited English Proficient	5.5%	*	3.0%	5.1%	7.7%	21.7%
7th Grade Cohort						
Language Minority	13.4%	8.5%	7.0%	24.9%	19.3%	25.1%
Limited English Proficient	3.3%	*	1.1%	7.3%	6.9%	8.4%
Total Weighted N						
1st Grade Cohort	3,576,528	856,555	832,374	550,512	713,070	500,370
3rd Grade Cohort	3,057,515	959,542	710,956	500,296	313,595	401,718
7th Grade Cohort	2,945,025	783,549	1,082,226	629,226	177,332	207,325

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 cases in cell.

Source: Prospects Composite Variable

Participation in Chapter 1

Language-minority students constitute a significant proportion of the children being served by Chapter 1 reading/English/language arts and math programs, including Chapter 1 Schoolwide Programs (exhibits 4.15 and 4.16).

At the first-grade level, 24 to 28 percent of the students served in either regular or Schoolwide Chapter 1 programs are language-minority, and 11 to 17 percent are identified as LEP. This is considerably higher than their representation in the total grade cohort.

Among the students in third-grade cohort, these proportions increase slightly. Nearly one-third of the third-grade cohort served by Chapter 1 are language-minority students, and 11 to 19 percent are classified as LEP.

At the middle school level, LEP students are considerably overrepresented within the population served by Chapter 1 programs (about 9 percent) compared with their percentage of the total seventh-grade cohort (about 3 percent).

Exhibit 4.15: Percentage of Students Classified as Language Minority or Limited English Proficient by Participation in Compensatory Education and Grade Cohort

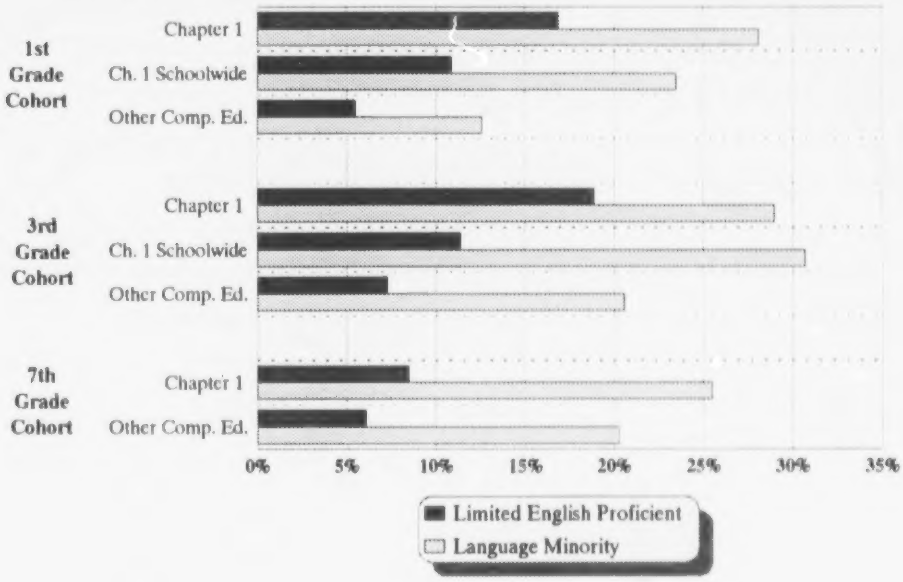


Exhibit 4.16: Percentage of Students Classified as Language Minority or Limited English Proficient by Participation in Compensatory Education and Grade Cohort: 12-Month Follow-up Study
(Weighted Column Percentages)

Percentage of Students	Total	Chapter 1	Chapter 1 Schoolwide	Not Chapter 1 Participant	Chapter 1 Not Offered	Part. in Other Comp. Ed.	Missing Data
1st Grade Cohort							
Language Minority	16.3%	28.1%	23.5%	13.8%	12.9%	12.6%	16.8%
Limited English Proficient	7.2%	16.9%	10.9%	5.2%	4.7%	5.5%	6.8%
3rd Grade Cohort							
Language Minority	14.9%	29.0%	30.7%	11.0%	11.8%	20.6%	12.3%
Limited English Proficient	5.5%	18.9%	11.4%	2.5%	2.7%	7.3%	4.6%
7th Grade Cohort							
Language Minority	13.4%	25.5%	•	12.0%	13.2%	20.3%	8.7%
Limited English Proficient	3.3%	8.5%	•	2.4%	3.3%	6.1%	•
Total Weighted N							
1st Grade Cohort	3,576,528	540,345	138,231	1,364,034	1,119,912	97,570	316,437
3rd Grade Cohort	3,057,515	418,929	108,340	1,287,180	812,973	134,678	295,415
7th Grade Cohort	2,945,025	174,938	4,048	906,990	1,377,591	132,858	348,600

Notes: Total Weighted N includes cases with unknown School Poverty status

• = fewer than 20 cases in cell

Source: Prospects Student Record Abstract Form

Participation in ESL/Bilingual Services

Across all three grade cohorts, more language-minority and LEP students are served by ESL and Bilingual Education programs funded by state or local education agencies than by federally sponsored programs, including Title VII services and Chapter 1 ESL/Bilingual services (exhibits 4.17 A and B through 4.21).

Among LEP students in the first-grade cohort, about 20 percent participate in Chapter 1 ESL/Bilingual assistance programs, and about 16 percent were identified as being served by other federally funded language services. Some 33 percent of these students were participating in state-funded programs, and about 31 percent in locally funded language services.

Among LEP students in the third-grade cohort, about 10 percent were receiving Chapter 1 ESL/Bilingual services, and about 4 percent were identified as receiving other federally supported assistance. About 16 percent were receiving services that could be identified as sponsored by their state agencies, and 11 percent were receiving locally funded sources.

The pattern for LEP students in the seventh-grade cohort was somewhat similar: about 7 percent were participating in Chapter 1 ESL/Bilingual programs, and about 12 percent were receiving assistance from another federal source. About 36 percent of LEP students in the seventh-grade cohort were receiving services funded by state sources, and 9 percent were receiving services funded by local sources.

Exhibit 4.17A: Percentage of 1st Grade Cohort Students Classified as Language Minority or Limited English Proficient Receiving ESL/Bilingual Services by Funding Source

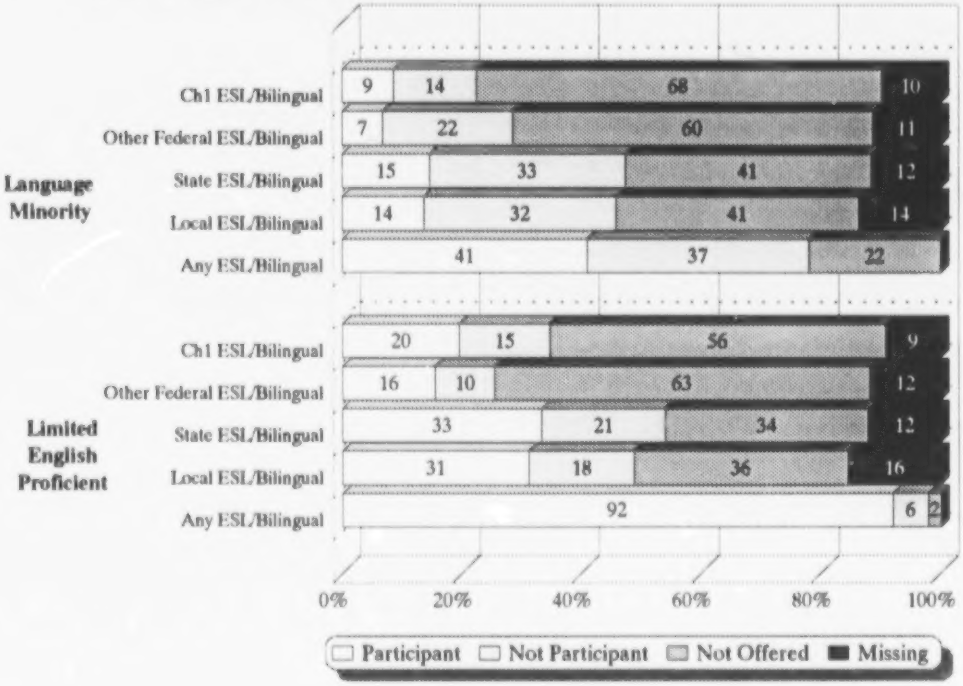


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Exhibit 4.17B: Percentage of 3rd Grade Cohort Students Classified as Language Minority or Limited English Proficient Receiving ESL/Bilingual Services by Funding Source

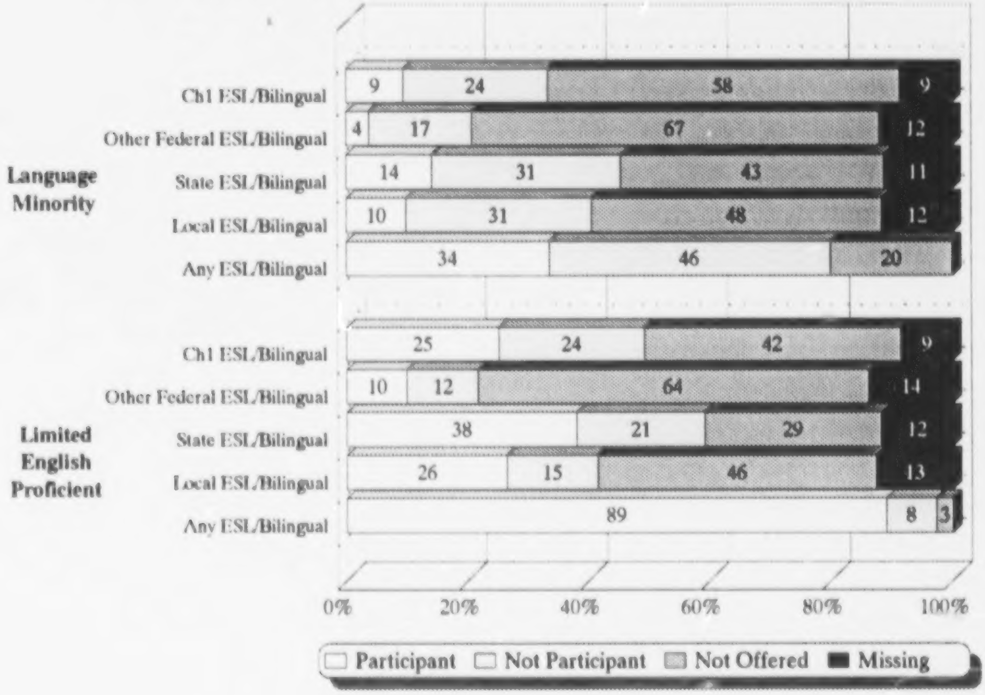

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Exhibit 4.17C: Percentage of 7th Grade Cohort Students Classified as Language Minority or Limited English Proficient Receiving ESL/Bilingual Services by Funding Source

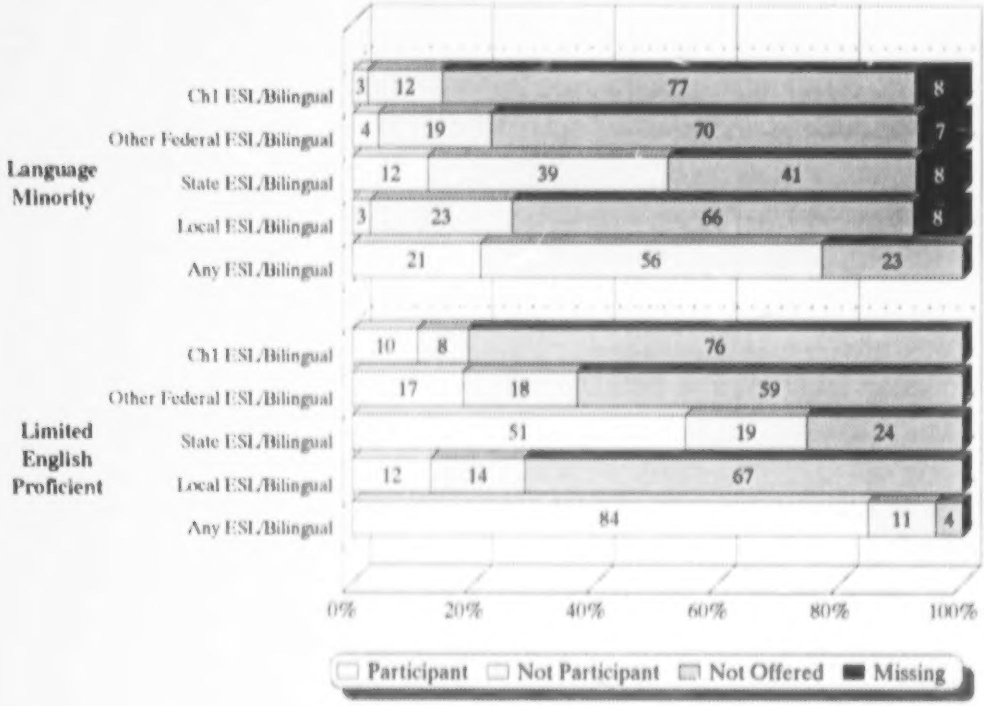

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Exhibit 4.18: Percentage of Students Classified as Language Minority or Limited English Proficient by Participation in Chapter 1 ESL/Bilingual Education Programs and Grade Cohort: 12-Month Follow-up Study

(Weighted Row Percentages)

Percentage of Students	Total Weighted N	Participant	Not Participant	Program Not Offered	Missing Data
1st Grade Cohort					
Language Minority	582,087	8.6%	13.9%	67.7%	9.9%
Limited English Proficient	255,865	19.6%	15.2%	56.0%	9.2%
3rd Grade Cohort					
Language Minority	455,546	9.4%	23.9%	58.0%	8.7%
Limited English Proficient	169,354	25.2%	24.0%	42.3%	8.6%
7th Grade Cohort					
Language Minority	394,129	2.5%	12.2%	77.4%	7.9%
Limited English Proficient	96,401	10.0%	7.8%	75.6%	*

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 cases in cell.

Source: Prospects Student Record Abstract Form

Exhibit 4.19: Percentage of Students Classified as Language Minority or Limited English Proficient by Participation in Other Federally Funded ESL/Bilingual Education Programs and Grade Cohort: 12-Month Follow-up Study

(Weighted Row Percentages)

Percentage of Students	Total Weighted N	Participant	Not Participant	Program Not Offered	Missing Data
1st Grade Cohort					
Language Minority	582,087	6.8%	21.8%	60.1%	11.3%
Limited English Proficient	255,865	15.5%	10.0%	62.6%	11.9%
3rd Grade Cohort					
Language Minority	455,546	3.7%	17.0%	67.2%	12.1%
Limited English Proficient	169,354	9.9%	11.8%	64.4%	13.9%
7th Grade Cohort					
Language Minority	394,129	4.2%	18.6%	69.8%	7.4%
Limited English Proficient	96,401	17.1%	17.6%	59.4%	*

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 cases in cell.

Source: Prospects Student Record Abstract Form

Exhibit 4.20: Percentage of Students Classified as Language Minority or Limited English Proficient by Participation in State-Funded ESL/Bilingual Programs and Grade Cohort: 12-Month Follow-up Study

(Weighted Row Percentages)

Percentage of Students	Total Weighted N	Yes	No	Not Offered	Missing Data
1st Grade Cohort					
Language Minority	582,087	14.6%	32.8%	41.0%	11.6%
Limited English Proficient	255,865	33.3%	20.7%	33.7%	12.2%
3rd Grade Cohort					
Language Minority	455,546	14.1%	31.2%	43.2%	11.4%
Limited English Proficient	169,354	37.9%	21.2%	28.9%	11.9%
7th Grade Cohort					
Language Minority	394,129	12.4%	39.3%	40.6%	7.7%
Limited English Proficient	96,401	50.8%	18.5%	23.7%	*

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 cases in cell.

Source: Prospects Student Record Abstract Form

Exhibit 4.21: Percentage of Students Classified as Language Minority or Limited English Proficient by Participation in Locally-Funded ESL/Bilingual Programs and Grade Cohort: 12-Month Follow-up Study

(Weighted Row Percentages)

Percentage of Students	Total Weighted N	Yes	No	Not Offered	Missing Data
1st Grade Cohort					
Language Minority	582,087	13.7%	32.1%	40.5%	13.6%
Limited English Proficient	255,865	31.2%	17.6%	35.6%	15.5%
3rd Grade Cohort					
Language Minority	455,546	9.8%	30.7%	47.7%	11.7%
Limited English Proficient	169,354	26.4%	15.1%	45.9%	12.7%
7th Grade Cohort					
Language Minority	394,129	2.9%	23.3%	65.6%	8.1%
Limited English Proficient	96,401	12.0%	14.3%	66.7%	*

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 cases in cell.

Source: Prospects Student Record Abstract Form

LEP Services From Any Funding Source

To determine the proportion of LEP students currently receiving ESL/Bilingual services from all funding agents, data on receipt of services were collected from a variety of prospective information sources, including official school records, administrative lists of students enrolled in classes taught by ESL/Bilingual teachers, and reports from knowledgeable classroom teachers. This approach is necessary to ensure against underestimation of service coverage that might arise as a result of the inaccessibility of confidential student records, or the typical procedural difficulties of identifying all aspects of special service arrangements for individual students.

As indicated in exhibit 4.22, the percentage of LEP students in all grade cohorts who are receiving some form of language assistance (regardless of funding source) is quite high, amounting to 92 percent in the first-grade cohort, 89 percent in the third-grade cohort, and 84 percent in the seventh-grade cohort.

Note that for the third- and seventh-grade cohorts (but not the first-grade cohort), the percentages displayed in exhibit 4.22 are substantially higher than the total percentages served by each of the enumerated funding sources given in exhibits 4.18 through 4.21. This finding raises two measurement issues. First, the higher percentages obtained for the measure of services without regard for funding source illustrates the difficulty that administrators and teachers experience in trying to identify precisely the funding sources for services provided to individual students, even though they may be fully aware of the mix of resources available at their school. Each student in a school may have a more or less unique mix of services with an equally complex funding arrangement supporting the child's program. Second, the ***Prospects*** survey forms took no explicit measures of the language assistance that is provided in schools by nongovernment funding sources, including uncompensated sources of assistance that may be provided on a voluntary basis by regular or specialized teaching staff in the school setting. The differences in the two sets of results may arise from these two unmeasured sources of support for English-language services.

Exhibit 4.22: Percentage of Students Classified as Language Minority or Limited English Proficient Students by Participation in any ESL/Bilingual Programs by Grade Cohort: 12-Month Follow-up Study
(Weighted Row Percentages)

Percentage of Students	Total Weighted N	Yes	No	Not Offered
1st Grade Cohort				
Language Minority	582,087	41.1%	37.0%	22.0%
Limited English Proficient	255,865	92.0%	5.9%	2.1%
3rd Grade Cohort				
Language Minority	455,546	33.5%	46.4%	20.1%
Limited English Proficient	169,354	89.0%	8.2%	2.8%
7th Grade Cohort				
Language Minority	394,129	21.0%	55.9%	23.0%
Limited English Proficient	96,401	83.7%	10.9%	*

Notes: Total Weighted N includes cases with unknown School Poverty status.
* = fewer than 20 cases in cell.

Source: Prospects Student Record Abstract Form

Language Services and the Concentration of LEP Students within Schools

Because of the potentially high costs and logistical difficulties of providing language services to LEP students who may be isolated in relatively small numbers in some schools, an important policy question is the extent to which receipt of services varies with the concentration of LEP students within schools. To explore this issue, students in the ***Prospects*** sample cohorts were grouped into three categories based on the quantity of LEP students as a percentage of all students enrolled in the school. The three school concentration categories are (1) zero through 4 percent LEP students, (2) 5 through 24 percent LEP students, and (3) 25 percent or more LEP students.

In the elementary grade cohorts, most LEP students—about 70 percent of the first-grade cohort and nearly 60 percent of the third-grade cohort—attend schools with relatively high concentrations of LEP students. Only about 7 to 9 percent of LEP students in the elementary grade cohorts attend schools with fewer than 5 percent LEPs. In the seventh-grade cohort, however, only 37 percent of LEP students attend schools with 25 percent or more children classified as LEP, and more than 40 percent attend schools in the middle LEP concentrations category. About 15 percent of the LEP students in the seventh-grade cohort attend schools with fewer than 5 percent LEP students enrolled. (These percentages are not shown in the exhibits but are derived from the weighted population figures provided in the tables.)

As displayed in exhibit 4.23, for the first-grade cohort, which has the largest absolute number of LEP children, relatively small differences exist across the three categories of LEP student concentration in the percentage of LEP students who were identified as receiving some form of language services (without regard for funding source). This finding confirms that LEP services are being provided to first-graders at high rates (87 percent) even in those school settings where it may be most difficulties to arrange—schools with very low concentrations of LEP children—and at even higher rates (93 percent) where there are high concentrations of LEP children.

The ***Prospects*** data contain some evidence that the receipt of language services by LEP students varies with the concentration of LEPs within schools. For students in the third-grade cohort, the percentage of LEP children receiving language services appears to vary directly with the extent of the concentration of other LEP children in the schools they attend. For this cohort, in schools with low concentrations of LEP children, less than 75 percent receive language services from any source. However, where LEPs account for more than 25 percent of the grade enrollment, about 93 percent of LEP children are receiving language services.

The relationship between percentage of LEP children served and concentration of LEPs within schools is even stronger among the seventh-grade cohort than for the third-grade cohort. Some 58 percent of the LEP children in "low concentration schools" (i.e., where less than 5 percent of the children are LEPs) are receiving language services from any source. However, where the LEP student concentration is 25 percent or higher, nearly 90 percent of LEP children receive some language services.

Prospects data thus confirm that the delivery of language services to LEP students varies with the overall level of need for services (i.e., the overall proportion of LEP children within the total enrollment) that exists within schools, especially for middle-school children. Exhibit 4.23 indicates that schools with the lowest concentration of LEP students that have the highest proportion of LEP students for whom language services are *not offered* at their school. This relationship is strongest in the seventh-grade cohort, which contains the fewest absolute numbers of LEP children. However, language services are almost universally available at schools with LEP concentrations at 5 percent or higher.

Exhibit 4.23: Percentage of Students Participating in Chapter 1 ESL/Bilingua Education Programs by Concentration of Limited English Proficient (LEP) Students within School and Grade Cohort: 12-Month Follow-up Study

(Weighted Column Percentages)

Percentage of Students	0 - 4% LEP	5 - 24% LEP	25+% LEP
1st Grade Cohort			
Participant	86.6%	91.2%	92.9%
Not participant	2.3%	5.7%	6.5%
No program offered	11.2%	3.2%	0.6%
Missing data	2.4	12.4	5.6
3rd Grade Cohort			
Participant	73.1%	82.7%	93.0%
Not participant	4.9%	14.7%	6.5%
No program offered	22.0%	2.6%	0.4%
Missing data	2.0	11.1	5.2
7th Grade Cohort			
Participant	58.0%	86.2%	89.4%
Not participant	10.4%	11.5%	10.5%
No program offered	31.6%	2.5%	0.0%
Missing data	13.8	2.3	1.1
Total Weighted N			
1st Grade Cohort	22,472	56,081	177,313
3rd Grade Cohort	12,260	46,209	98,094
7th Grade Cohort	14,919	41,445	33,077

Notes: Total Weighted N includes cases with unknown School Poverty status.

* = fewer than 20 cases in cell.

Source Prospects Composite Variable

Appendices

Appendix A:

Features of the *Prospects* Research Design

The design of the ***Prospects*** study was initiated by the U.S. Department of Education immediately after the passage of the enabling legislation (the Hawkins-Stafford Amendments to the Elementary and Secondary Education Improvement Act). During 1988, the Department's Office of Policy and Planning (then the Office of Planning, Budget, and Evaluation) scheduled a series of conferences and commissioned more than a dozen papers from national experts in research design, program evaluation, and compensatory education. To resolve remaining design issues and prepare appropriate research materials, the Department awarded a competitive contract to Abt Associates (and its subcontractors, Westat, the Educational Testing Service, and the Johns Hopkins University) to complete the design by preparing an evaluation and analysis plan and a detailed data collection plan; developing survey instruments and selecting cognitive test batteries; and designing, selecting, and recruiting a sample of districts and schools.

The Prospects Sample Design

The sample of schools and students for the ***Prospects*** study was designed to serve two objectives:

- to support the evaluation of long-term effects of significant exposure to Chapter 1 services, and
- to support estimation of national and subnational cross-sectional and longitudinal statistics on the characteristics and progress of Chapter 1 students, as well as their more advantaged peers.

In important respects, these two research objectives are at least partly in conflict and will not be equally well served by the same sample design.

For a given budget, a study designed to provide precise statistical estimates on educational processes and outcomes for many subpopulations should select a relatively large number of districts and schools as "primary sampling units," and a relatively small number of sampled students within each selected school. This approach generally provides a more "efficient" sample (in terms of the level of statistical precision for a given cost), by minimizing the negative effects of intracluster correlations on the precision of statistical estimates. However, a sample designed like this would fail the ***Prospects*** program evaluation objectives in important ways: First, it would probably include too few students who were exposed to compensatory education programs within a specific learning environment (such as a district or school). Second, and more important, it would contain few potential comparison group cases to whom the outcomes for program participants might be contrasted.

Strictly for purposes of Chapter 1 program evaluation, an optimal design would select relatively few districts and schools to take account of the limited variability in regular and compensatory program characteristics, but would select a relatively large number of students within each site to ensure adequate coverage of within-site variability of students who may be selected for Chapter 1 services, and to improve the ability to identify students appropriate for assignment to comparison groups for the evaluation.

In view of the overriding importance of the congressional mandate to determine long-term program effects, the sample design for ***Prospects*** number of districts and schools was reduced and the number of students selected per site was increased to provide added flexibility in choosing comparison groups within the selected sites. Thus the ***Prospects*** sample was designed primarily to support analysis of program effects rather than to maximize sampling efficiency for reporting national statistical estimates.

The main goal of the sample design is to ensure that the longitudinal sample includes enough Chapter 1 participants (who had substantial longitudinal exposure to the program "treatment") *and* enough comparably disadvantaged children who did not participate in the program to any significant extent. The necessity for contrasting Chapter 1 participants with multiple "comparison groups" requires that the sample size for "non-Chapter 1 participants" be large enough to support alternative groupings. Furthermore, to determine the extent to which Chapter 1 services help educationally disadvantaged children reach the achievement levels of their more advantaged peers, the sample must also include enough students in this latter category to provide reliable estimates of the extent of the differences in educational performance between the groups.

The ***Prospects*** sample design will permit estimation of Chapter 1 program effects on a variety of specific educational outcomes (e.g., achievement scale-score gain, percentage of students who master specified curriculum objectives, students' attitudes about school and learning, percent retained in grade, percent dropping out of school, etc.), and will enable research on the variation in program effects across years of the study as experienced by the three student cohorts. The sample size and allocation thus represent an effort to balance competing research objectives and to cope with uncertainty about future variability in the longitudinal measures of interest — especially longitudinal participation in Chapter 1 and related program treatments.

Under the provisions of a separate contract to determine the ***Prospects*** research design, several sample designs were evaluated for their suitability to meet the multiple objectives of the study and for their cost-effectiveness. The design recommended by Abt Associates and adopted by the Department of Education includes large samples (approximately 12,000) of students in the initial first- grade and third-grade cohorts, and a significantly smaller sample (7,000 students) for the 1991 seventh-grade cohort. To support the mix of interest in both impact analyses and statistical reporting, and to minimize costs, the sample design includes three stages of selection: school districts, school buildings within sampled districts, and (where necessary for design efficiency) students within designated grades of selected schools. The ***Prospects*** sample design is described in detail in a report produced for the ***Prospects*** Design Contract.[1] The major features of the sample design are described in the next section.

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[1] See Bryant, E.C., Chu, A. and Hansen, M (1991) ***Prospects***: *The Congressionally Mandated Study of Educational Growth and Opportunity. Sample Design.* This report was produced under the terms of Department of Education contract LC 89-027001 by Westat under subcontract to Abt Associates, Inc. Requests for this report should be directed to Dr. Elois Scott, Project Officer for the ***Prospects*** Study, Planning and Evaluation Service, Office of Policy and Planning, U.S. Department of Education, 400 Maryland Avenue SW, Room 3127, Washington, DC 20202.

Prospects Sample of Districts and Schools

Three stages of sampling were implemented for ***Prospects***: (1) selection of a sample of school districts; (2) selection of a sample of schools within sampled districts; and (3), if necessary to limit the total number of students in a grade selected from any one school, sampling of students in the designated grades within sampled schools (details on within-school sampling of students are presented later). Stratification was used to improve sample efficiency at each stage. In the first stage of sampling, 120 districts were drawn from across all major strata, including the four census regions (as prescribed by the Department of Education) and three levels of urbanization. Major sampling strata used for district selection are described in exhibit A.1. Within strata, districts were selected proportionate to a measure of size reflecting the estimated number of economically disadvantaged students, a measure highly correlated with district eligibility criteria for participation in Chapter 1.

Once the sample of school districts was selected, district officials were canvassed to obtain information about the concentrations of disadvantaged students (i.e., those eligible for free or reduced-price school lunches) and limited-English-proficient (LEP) students in each of their schools. Using information from the district canvass, schools in the sampled districts were then stratified in accordance with their proportions of poor and LEP children, and schools with higher concentrations were selected with higher probabilities. This approach increased the proportion of economically disadvantaged districts and schools in the sample compared to their proportion in the population, thus ensuring that the ***Prospects*** sample would include sufficient numbers of students eligible for or participating in Chapter 1 programs and Title VII services.

The initial sample of districts and schools was designed to permit a predicted noncooperation rate of 20 percent. However, after the sample was selected and during the district and school recruitment process, the Department of Education's Office of General Counsel ruled that districts and schools receiving Chapter 1 funds were required to participate in the evaluation. As a result, more than 95 percent of the sampled districts agreed to participate, a result that threatened to increase baseline data collection costs over budget amounts. To keep the sample size within statistical and budget parameters, in March 1991, the sample of districts and schools was reduced by approximately 10 percent. The reductions in the sample were primarily from strata containing districts and schools with the lowest percentages of disadvantaged students. Schools in "certainty" districts, and the stratum of schools with high percentages of LEP students (selected for a supplement sponsored by the Office of Bilingual Education and Minority Language Affairs) were not cut.

Exhibit A.1: *Prospects* Primary Sampling Strata

The ***Prospects*** design supports separate estimates for the four primary census regions and for the three census urbanization categories (urban, suburban, and rural). However, the ***Prospects*** design does *not* provide sufficient precision for estimates for the three urbanization categories *within* the four Census regions.

The four census regions include the following states (D.C. is included in the South):

Northeast:	Maine, New Hampshire, Vermont, New York, Pennsylvania, Massachusetts, Connecticut, Rhode Island, New Jersey
South:	Maryland, Delaware, Virginia, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Arkansas, Texas, Oklahoma, Louisiana, District of Columbia
Midwest:	Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Kansas, Nebraska, Missouri, North Dakota, South Dakota
West:	Washington, Oregon, Idaho, Montana, Wyoming, Utah, Colorado, Nevada, California, Arizona, New Mexico, Alaska, Hawaii

The three urbanization categories include:

Urban:	Locations within central city boundaries of a Metropolitan Statistical Area;
Suburban:	Locations inside a Metropolitan Statistical Area but outside the central city boundaries;
Rural:	Locations outside a Metropolitan Statistical Area.

The 12 largest public school districts were included in the ***Prospects*** sample with certainty (i.e., selection probability = 1.0). In most districts three schools were selected: two elementary schools and one middle or junior high school. However, to prevent excessive variability in the selection probabilities for schools and students, the four largest districts were treated as if they were selected with certainty multiple times.[2] This procedure reduces the difference between the selection probability for a student attending a school in one of the country's largest school districts and the selection probability for another student who attends a school in a smaller city, or a suburban or rural area. In the case of the four largest school systems, the numbers of schools selected ranged between six and ten. In total, 372 schools were selected for the

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[2] Within the citywide New York City School District, six separate substrata of schools were formed. Four substrata of schools were formed in the next three largest citywide districts, Los Angeles, Chicago, and Philadelphia. For estimating sample sizes, this arrangement is equivalent to considering New York to be three districts, and Los Angeles, Chicago, and Philadelphia to be two districts.

Prospects core sample for the spring 1991 survey of the third- and seventh-grade cohorts. Of this total, 247 of the selections contained first or third grades, or both, and 137 contained seventh grades; 12 schools in the core sample contained only first-grade students, seven schools contained only third-grade students, and 12 schools contained all three grades sampled for the baseline survey and assessment.

Student Sampling Procedures

Within most sampled schools, all students enrolled in all classrooms containing the target sample grades were included in the sample, only in schools with exceptionally large enrollments were students subsampled. The ***Prospects*** study thus includes *all* enrolled students within designated grades in sampled schools, with no exclusions on the basis of disability, lack of English proficiency, or any other reason. As explained in more detail later, certain types of sampled students were excused from specific data collection activities (e.g., cognitive testing or self-administered questionnaire administrations) if school staff identified them as unable to participate because of disabilities or lack of proficiency in the English or Spanish languages, or if a parent refused to permit his or her child's participation. However, with the exception of parental refusals, all basic data elements (e.g., program participation information from student records, teacher evaluations) were collected for "excused" students wherever possible. Each sampled student is reevaluated for ability to participate in each data collection activity for each follow-up survey. For example, if a formerly "excused" LEP student is classified by school officials as able to complete a questionnaire or test in English or Spanish, that student will be included in the survey and assessment sessions for the current survey wave.

Because the ***Prospects*** design generally selected all students within a grade, no special procedures were used to attempt to augment the subsamples of special population groups. Thus, students in Special Education, Migrant, and Gifted and Talented programs and members of racial and ethnic subgroups (e.g., African Americans, Asian or Pacific Islanders, American Indians or Alaskan Natives, and students of Hispanic descent) are included in the sample in proportion to their numbers in the ***Prospects*** school sample. A sample supplement sponsored by the Department of Education's Office of Bilingual Education and Minority Language Affairs (described later) increased the proportion of schools in the sample with high concentrations of limited-English-proficient students, and thus increased the proportions of language-minority and LEP students in the sample.

In a small number of schools, enrollment sizes in designated grades were so large that subsampling of students within schools was required. Subsampling was done differently for elementary schools, which typically have self-contained classrooms, and for middle or junior high schools where the seventh-grade cohort was selected. If the enrollment in a third grade exceeded 125 students, four intact classrooms were selected at random from the list of five or more classrooms. This procedure usually yielded a sample of about 75 students. If a departmentalized middle or junior high school's seventh-grade enrollment exceeded 125 students, a sample of 75 students was selected from the entire seventh-grade student roster. For the fall 1991 baseline assessment of first-graders, if the grade enrollment exceeded 100 students, three intact classrooms were sampled. The average sample size per school was approximately 70 students.

As already indicated, no restrictions were placed on the eligibility of students for the ***Prospects*** sample. However, school staff at each sampled school annotated student rosters to identify students who were classified as LEP or as physically, emotionally, behaviorally, or learning disabled. These children were included in the ***Prospects*** sample but, in consultation with knowledgeable school staff, were excused from both achievement testing and completion of self-administered questionnaires. LEP students judged by school staff to have adequate proficiency in the Spanish language were asked to complete self-administered Spanish-language questionnaires (if they were in the third grade or higher), and were tested using a Spanish-language achievement test battery (the Spanish Assessment of Basic Education or SABE) that has been calibrated to the English-language Comprehensive Test of Basic Skills, Version 4 (CTBS/4). With the exception of the self-administered questionnaires and cognitive tests, every attempt was made to complete the remainder of the ***Prospects*** data collection protocol for all LEP and disabled students in the sample.

Procedures for Including Parents and Teachers

The selection of the student sample determined the inclusion of other individuals in the ***Prospects*** sample. One parent or guardian for each sampled student was asked to complete a questionnaire about the student's home environment. In addition, the sampled students' regular classroom teachers for reading/language arts/English and mathematics, and (if any) the Chapter 1 reading/language arts or mathematics teachers or aides were asked to provide information on classroom instruction and other educational activities. Data from regular and Chapter 1 teachers (or aides) on learning activities are intended to be attached to student data records. As selected for ***Prospects***, the teachers surveyed in any year of the study are *not* a cross-sectional probability sample of teachers and cannot be analyzed separately. Moreover, in each follow-up study, the ***Prospects*** design requires that the child's *current* teachers be included in the study. Thus, although longitudinal data on classroom instructional experiences will be available for each student, in general, teachers are not asked to participate in ***Prospects*** more than once.

Although participation in ***Prospects*** was mandatory for districts and schools receiving Chapter 1 funding, individual students, parents, and teachers were not required to participate. Considerable effort was directed at obtaining the voluntary cooperation of sample members in the base-year data collection. Of special importance was the need to satisfy local regulations and policies concerning parental consent for the participation of the sampled students — both with respect to active involvement of students in the testing and questionnaire sessions and the extraction of program participation data from students' cumulative files.

Supplementary Samples Included in the Prospects Study

1. Schools Serving LEP Students

Analysis of the sample design developed to serve the core descriptive and evaluation objectives for the ***Prospects*** study indicated that the first- and third-grade student samples would include too few students classified as having LEP for separate analyses of this group. To increase the number of LEP students, the Office of Bilingual Education and Minority Language Affairs (OBEMLA) has supported a supplementary sample of 25 additional schools containing first- and third-grade students, and having high concentrations (over 25 percent) of LEP students. Data collection activities parallel those used in the core ***Prospects*** sample of schools. At present, OBEMLA has agreed to support the supplementary sample for the first three years of the ***Prospects*** study. Continuation of support for the supplement depends upon the policy research value of the results of the first three years of data collection. Other additions to the ***Prospects*** study for the OBEMLA supplement are described in Appendix B.

2. Special Strategies for Educating Disadvantaged Students

Through contracts with Johns Hopkins University, the Department of Education is sponsoring two qualitative studies of Special Strategies for Educating Disadvantaged Students, which are closely coordinated with the national longitudinal ***Prospects*** study. Together, the two contracts (one covering schools in urban settings, the second focusing on rural and suburban schools) are collecting data from a purposive sample of 24 schools that use especially innovative practices for educating disadvantaged students, including Schoolwide Programs, extended-time strategies, cooperative learning, and computer-aided instruction. Student grade cohorts included in the Special Strategies studies are similar to those included in the ***Prospects*** study. However, members of the youngest student cohort included in the Special Strategies schools were enrolled in the first grade in the 1990-91 school year (compared to the 1991-92 school year for the ***Prospects*** first-grade cohort), and the Special Strategies study includes a ninth-grade cohort, rather than a seventh-grade cohort.

Schools included in the Special Strategies study participate in the same survey and assessment protocol as do schools in the core ***Prospects*** sample. In addition, twice during each school year, professional research staff trained in qualitative research methods observe all regular and compensatory instructional practices and record classroom and student-teacher interactions. Also, during each observational visit, researchers follow a small sample of Special Strategies students throughout their "whole school day," in order to collect additional observational data on classroom practices and student behaviors.

Combining quantitative data collected using the ***Prospects*** instruments with qualitative data collected through interviews and observations will provide a more detailed view of the effects of specific educational practices on the achievement of disadvantaged students. These findings will be used with data from the ***Prospects*** study to inform Congress about effective practices.

3. Catholic Elementary Schools

In coordination with the U.S. Catholic Conference, beginning with the fall 1991 assessment of the ***Prospects*** first-grade cohort, a supplementary sample of 35 Catholic elementary schools in high-poverty locations in school districts selected in the first stage of the ***Prospects*** sample design also were included in the study. The Catholic school sample permits inclusion of a first-grade cohort on the same time schedule as the ***Prospects*** cohort sample. In addition, data collection for a fourth-grade cohort from the same Catholic schools was initiated in the spring of 1992. With the exception of the questionnaire for district Chapter 1 coordinators, the ***Prospects*** data collection protocol was implemented in exactly the same manner in the 35 Catholic elementary schools. These students will be followed for the length of the ***Prospects*** study.

Appendix B:

Measurement Approach and Survey Instruments

This section presents an overview of the types of information collected from the full range of data sources included in the ***Prospects*** design.

1. District Chapter 1 Coordinator Questionnaire

District Chapter 1 coordinators were asked to complete a self-administered questionnaire focusing primarily on systemwide policies and administrative operations likely to affect all school buildings in the district. Exhibit B.1 presents the topics included in this questionnaire.

Exhibit B.1: District Chapter 1 Coordinator Questionnaire

Section	Topics
Background Information	Background and responsibilities of the District Chapter 1 coordinator
General Information	Basic information on the composition of the district, the characteristics of member schools, and the allocation and administration of Chapter 1 funding and other compensatory education funding sources
Selection of Attendance Areas or Schools	Process for selecting sites to receive Chapter 1 funds
Selection of Students	Process for selecting students to be served by Chapter 1
Program Design	Chapter 1 program design and methods of delivering services
Program Management	Allocation of Chapter 1 resources, staffing and program management activities
Program Evaluation, Assessment of Sustained Effects, and Needs Assessment	Details of program evaluation methods, measures used for skills assessment, approaches to needs assessment, and use of TACs and RTACs
Parental Involvement	Processes used to involve parents in the Chapter 1 program

(continued)

Exhibit B.1: District Chapter 1 Coordinator Questionnaire (continued)

Section	Topics
Compensatory Education Other Than Chapter 1 Basic Grants Funded by Other Sources	Basic information on other funding sources for compensatory education activities and on allocations of such funds
Language-Minority and Limited-English-Proficient Students (LM-LEP)	Basic information on existence and availability of language minority and LEP services, program design and implementation, student eligibility and selection, and program overlap with other compensatory education
Program Improvement	Development and operation of Program Improvement procedures

2. School Principal Questionnaire

The school principal questionnaire is a self-administered form that was distributed to the principals of all the schools approximately two weeks before the arrival of the data collection staff to conduct student survey and assessment sessions. The format requires principals to report some statistical information on their schools similar to the type that is required by states for reporting purposes. The questionnaire also includes questions related to each principal's role, background, experience, and credentials, school policies, administrative leadership and decision-making techniques, perspective on teachers' attitudes, major challenges to the school staff, and information on Chapter 1 and other compensatory education programs and practices. Compensatory education questions focus on issues regarding the principal's views of program objectives, resource allocation, student selection procedures, program features, instructional practices, and parental involvement. (Because this questionnaire contains only one section, this description contains no exhibit.)

3. Characteristics of Schools and Programs Questionnaire

This questionnaire may be completed by the principal or may be delegated to other knowledgeable staff. This instrument focuses primarily on the overall structure and organization of the school, as well as the economic, sociological, and demographic features of the school, its staff, and its student body. This questionnaire is delivered to the school at the same time as the school principal questionnaire. Exhibit B.2 describes its topics.

Exhibit B.2: Characteristics of Schools and Programs Questionnaire

Section	Topics
School Staff	Size and organization of school staff and quality of the school's staff
School Enrollment and Student Characteristics	Numbers of students, student mobility, and demographics of school population
Instructional Program Characteristics	Organization for instruction, instructional materials, and methods
Special Services	Organization and content of Chapter 1, Chapter 1 student participation, Chapter 1 instructional design and evaluation, coordination of Chapter 1 and regular education program, parental involvement in Chapter 1, other instructional services, and non-Chapter 1 compensatory education services
School Policies	Special instructional programs and techniques, lines of communication with and involvement of parents, grade retention and discipline policies, and social problems in the school environment
Services for language-minority and LEP Students	Structure and content of program services for language-minority and LEP students including the numbers of children served, student selection procedures, types of services offered, resource allocation, program design, assessment practices, and coordination with other programs, especially Chapter 1 services.

Because the school structure, enrollment, student population served, and size and scope of the Chapter 1 program may change from year to year and new programs may be adopted, any changes to this information will be collected in each follow-up study.

4. Regular Classroom Teacher Questionnaires

The regular classroom teacher questionnaire collects detailed classroom-level information about the regular instructional program provided to the sampled students. For the base-year survey, there were three forms of the questionnaire for teachers of specific subject areas (mathematics, reading, language arts or combined reading/language arts). Appropriate classroom teacher questionnaires were distributed to all teachers of ***Prospects*** sample students in each school approximately two weeks prior to the scheduled survey administration. Exhibit B.3 lists its topics.

Exhibit B.3: Regular Classroom Teacher Questionnaire

Section Heading	Topics Covered
Characteristics of Regular Program	Grade assignment, teaching load (classes and students), use of computers in instruction, student evaluation and assessment methods, interactions with compensatory students and programs, use of teaching aides, and teaching of language-minority and LEP students
Teaching Responsibilities	Subjects taught, instructional practices, and non-instructional activities
Resources	Use/availability of instructional materials and perceptions about adequacy of materials
Coordination of Regular Services with Chapter 1 Program	Interaction and coordination with Chapter 1 program, coordination responsibilities and instructional focus
School Climate	Attitudes and beliefs concerning educational climate, contacts and interaction with parents, personal orientation toward educational challenges, nature of interactions with administrators and other teachers, and teacher influence over school policies
Teacher Background and Activities	Demographic and professional characteristics, credentials, other employment, participation in professional development activities inside and outside the school, and practices with respect to grading students
Regular Mathematics Instruction	Grades taught and teaching loads in mathematics, instructional techniques, practices for teaching at-risk students, use of computers for mathematics instruction

(continued)

Exhibit B.3: Regular Classroom Teacher Questionnaire (continued)

Section	Topics
Coordination with Chapter 1 Mathematics Instruction	Responsibilities for teaching or coordinating with teachers of compensatory mathematics
Classroom Instruction	Series of 44 items asked (as appropriate) about each separate mathematics class or course provided by the teacher, covering types and average performance levels of students, frequency/intensity of instruction, instructional aides - extent of use, qualifications of aides, tasks performed by aides, students served by aides, instructional styles and techniques, grouping of students within classrooms, instructional materials used, instructional content, homework assigned, achievement of students, and instruction of language minority and LEP students
Regular Reading/English/ Language Arts Classroom Instruction	Grades taught and teaching loads in reading/English/ language arts instructional techniques, practices for teaching at-risk students, use of tutoring techniques, and use of computers for instruction
Coordination with Chapter 1 Reading/English/LA Instruction	Responsibilities for teaching or coordinating with teachers of compensatory reading/English/language arts
Reading/English/Language Arts Classroom Instruction	Series of 48 items asked (as appropriate) about each separate reading/English/language arts class or course provided by the teacher, covering types and average performance levels of students, frequency/intensity of instruction, instructional aides (extent of use, qualifications of aides, tasks performed by aides, students served by aides) instructional styles and techniques, student grouping within classrooms, instructional materials used, instructional content, homework assigned, achievement of students, and instruction of language-minority and LEP students

5. Chapter 1 Teacher/Aide Questionnaires

Questionnaires for Chapter 1 teachers and aides are similar in structure and content to those for regular classroom teachers, but include sections that focus specifically on the nature of the compensatory services provided. These questionnaires are distributed to the Chapter 1 teachers and aides of ***Prospects*** sample students two weeks prior to the scheduled survey week. These forms are also tailored for Chapter 1 teachers of specific subject matter combinations such as Chapter 1 reading. Exhibit B.4 describes its topics.

Exhibit B.4: Chapter 1 Teacher/Aide Questionnaire

Section	Topics
Characteristics of Regular Program	Grade assignment, teaching load (classes and students), use of computers in instruction, student evaluation and assessment methods, interactions with compensatory students and programs, use of teaching aides, and teaching language minority and LEP students
Teaching Responsibilities	Subjects taught, instructional practices, and non-instructional activities
Resources	Use/availability of instructional materials, and perceptions about adequacy of materials
Coordination of Regular Services with Chapter 1 Program	Interaction and coordination with Chapter 1 program, coordination responsibilities, and instructional focus
School Climate	Attitudes and beliefs concerning educational climate, contacts and interaction with parents, personal orientation toward educational challenges, nature of interactions with administrators and other teachers, and teacher influence over school policies
Teachers' Background and Activities	Demographic and professional characteristics, credentials, other employment, participation in professional development activities inside and outside the school, and practices with respect to grading students

(continued)

Exhibit B.4: Chapter 1 Teacher/Aide Questionnaire (continued)

Section	Topics
Chapter 1 Mathematics Instruction	Grades taught and teaching loads in Chapter 1 mathematics, instructional techniques, innovative practices for teaching compensatory students, use of tutoring methods, use of computers for compensatory mathematics instruction, and continuity across grades in Chapter 1 mathematics services
Class-level Information	Series of 46 items asked (as appropriate) about each separate mathematics class or course provided by the teacher, covering types and average performance levels of students, frequency/intensity of instruction, instructional aides (extent of use, qualifications of aides, tasks performed by aides, students served by aides) instructional styles and techniques, student grouping within classrooms, instructional materials used, instructional content, homework assigned, achievement of students, and instruction of language-minority and LEP students
Chapter 1 Reading/English/ Language Arts Instruction	Grades taught and teaching loads in reading/English/ language arts instructional techniques, innovative practices for teaching at-risk students, use of tutoring techniques, and use of computers for instruction
Class-level Information	Series of 47 items asked (as appropriate) about each separate reading/English/language arts class or course provided by the teacher, covering types and average performance levels of students, frequency/intensity of instruction, instructional aides (extent of use, qualifications of aides, tasks performed by aides, students served by aides) instructional styles and techniques, grouping of students within classrooms, instructional materials used, instructional content, homework assigned, achievement of students, and instruction of language-minority and LEP students

6. ESL/Bilingual Teacher Questionnaire

Questionnaires for ESL/Bilingual teachers and aides were developed for the supplementary study sponsored by OBEMLA. These forms are similar in structure and content to those for regular classroom teachers, but include sections that focus specifically on the nature of the ESL/Bilingual instructional services provided. These questionnaires were distributed to the ESL/Bilingual Education teachers and aides of ***Prospects*** sample students two weeks prior to the scheduled survey week. These forms focus specifically on the ESL/Bilingual services provided, rather than on the subject matter areas covered. Exhibit B.5 presents the sections and topics.

Exhibit B.5: ESL/Bilingual Teacher Questionnaire

Section	Topics
Characteristics of ESL/ Bilingual Instructional Program	Grade assignment, teaching load (classes and students), use of computers in instruction, student evaluation and assessment methods, instructional approaches, interactions with compensatory students and programs, use of teaching aides, and language backgrounds of language-minority and LEP students taught
Teaching Responsibilities	Subjects taught, instructional practices, and non-instructional activities
Resources	Use/availability of instructional materials, and adequacy of materials
Coordination of ESL/Bilingual Services with Regular Program	Interaction and coordination with Chapter 1 program, coordination responsibilities, and instructional focus
School Climate	Attitudes and beliefs concerning educational climate, parent contacts and interaction, personal orientation toward educational challenges, nature of interactions with administrators and other teachers, and teacher influence over school policies
Teacher Background and Activities	Demographic and professional characteristics, credentials, other employment, participation in professional development activities inside and outside the school, and student grading practices

(continued)

Exhibit B.5: ESL/Bilingual Teacher Questionnaire (continued)

Section	Topics
ESL/Bilingual Instruction	Grades taught and teaching loads in ESL/Bilingual education, teaching techniques, innovative practices for teaching compensatory students, use of tutoring methods, use of computers for compensatory mathematics instruction, and continuity across grades in ESL/Bilingual services
Class-level Information	Series of 43 items asked (as appropriate) about each separate ESL/Bilingual class or course provided by the teacher covering: types and average performance levels of students, frequency/intensity of instruction, instructional aides - extent of use, qualifications of aides, tasks performed by aides, students served by aides, instructional styles and techniques, student grouping within classrooms, instructional materials used, instructional content, homework assigned, achievement of students, predominant languages of language minority and LEP students, and nature of English instruction provided

7. Chapter 1 Counselor Questionnaire

The Chapter 1 counselor questionnaire is a 12-page self-administered form with three sections:

Exhibit B.6: Chapter 1 Counselor Questionnaire

Section	**Topics**
Characteristics of Chapter 1 Counseling Program	Nature of counseling services provided to students and relationship of counseling program to other Chapter 1 program services
Counselor Background and Activities	Demographic and professional data on counselors
Services to language-minority and LEP Students	Additional counseling services provided to Chapter 1 language-minority and LEP students

8. Student Questionnaire (for students in third grade and above)

In the base-year study students in grades three and seven completed self-administered questionnaires in classroom settings. In grade three the survey administrator read each question aloud to ensure that students' reading ability did not effect their ability to complete the questionnaire. In grade one, background data for children were collected from teachers, parents, and school records.

Most of the items in the student questionnaires replicate, either exactly or in a slightly modified form, similar items used in other federally funded longitudinal education studies. A substantial proportion of the topics covered in student questionnaires are constant across age-grade levels. In some cases, the same questions are also asked of parents, partly to ensure that accurate data were obtained on factual matters, partly to protect against parent nonresponse, and partly to measure differences in attitudes, beliefs, and perceptions between parents and their children about school and home activities.

Separate questionnaires are used for elementary students (grades 3-5), middle-school students (grades 6-8), and secondary school students (grades 9-12). The differences in the three grade-adaptive survey forms address differences in reading ability, school and classroom organization at the three levels, and the types of educational and social experiences considered most likely to affect student progress and achievement. Spanish language translations of the student questionnaires are available for use by Spanish speaking students who have limited English proficiency. When Spanish questionnaires are used by third-grade students, a bilingual survey administrator is employed to read the questionnaire during the survey session.

Third graders often need more than a single session to complete the questionnaire. This procedure accommodates the children's shorter attention span and prevents them from becoming too tired. The questionnaires are typically administered in the classroom where there are 20 to 30 students. However, larger sessions of more than one class were used to survey older student cohorts.

Exhibit B.7 shows the topics covered in the student questionnaire. As noted, not all content areas and topics are included on questionnaires for different grade levels.

Exhibit B.7: Student Questionnaires

Section	Topics
First Years of School	Nursery school, kindergarten, and age at first grade
Student Educational History	Types of schools attended, school transfer, grade retention, and special help received in the past
Current School Work	Special help this year (subjects, location of help, who gives help, and class size)
Course of Study	Current or planned high school program (9-12, 6-8 only), special programs, and current courses or classes

(continued)

Exhibit B.7: Student Questionnaires (continued)

Section	Topics
Grades and School Performance	Grades, perceptions of ability, achievement, and work required in English and math, amount of writing, and types of instruction
School Participation	Extra-curricular activities, attendance patterns (days late, and classes cut, unexcused absences), dropping out, and discipline and other problems personally experienced at school
Student Activities outside School	Social or educational activities out of school (classes taken outside school, recreational activities, hobbies and interests, reading, use of the library), television watching, and homework
Other Activities outside School	Employment (paid summer and school year work, required chores), and other behavior (9-12 only: attitudes and behavior regarding sex, parenthood, gang membership, drinking and drugs, and cigarette use)
About Family	Race/ethnicity, languages spoken, mother's and father's employment status and educational levels, family structure and household composition, and home environment (home ownership, household possessions, own room and place to study, other place of residence)
Family Involvement in Student's Education	Parent contact with school, discussions with parents and other adults, family rules, parental expectations, trust and help, time spent alone before and after school, social activities with parents, and summer activities
Opinions about School and Self	Current attitudes toward school (views of school climate, other students, and teachers), and attitudes about self (self-concept, locus of control)
Future Plans	Goals and expectations (educational expectations of student and parent, occupational expectations), 9-12 only: actions regarding postsecondary plans (schooling and military service)

For all student cohorts, a section of the questionnaires collects detailed information for use in tracking respondents between survey waves.

9. CTBS/4 Achievement Test Battery (Reading and Mathematics)

To obtain an assessment of the Chapter 1 program's effects on student achievement as measured by a nonreferenced strand test. The test selected was the Comprehensive Test of Basic Skills (CTBS) Fourth Edition (1989). Appendix C describes the rationale for the selection of CTBS/4 for the ***Prospects*** evaluation.

Prior analyses published by the test developer[1] (CTB Macmillan/McGraw-Hill) indicate satisfactory performance characteristics (e.g., high item and scale reliabilities, absence of ceiling and floor effects, absence of obvious cultural biases, low error of measurement, etc.) in the national norming sample used for evaluating the Fourth Edition of the CTBS. In addition, in an independent test of the publisher's claims, the CTBS/4 Complete Battery performed in accordance with these measurement objectives when evaluated with samples of first, second, third, fourth and seventh grade students in the ***Prospects*** Field Test conducted in 12 schools located in urban, suburban and rural school districts in two states during the spring of 1990. Exhibit B.8 indicates the item counts and testing times by subtest for each grade level form of the CTBS/4 used in the ***Prospects*** study. Appendix C presents key psychometric data on the ***Prospects*** assessments in 1991 and 1992.

As part of ***Prospects*** CTBS/4 test is administered in regular classroom settings by trained contractor staff. To ensure valid measurement and consistency with procedures used to calculate national performance norms, assessment sessions are designed and scheduled in the manner prescribed by the developer. While older cohorts are generally able to complete all subtests in one or two days, for the younger cohorts testing is divided into shorter subtest sessions spread over three days (morning sessions on Tuesday, Wednesday and Thursday), as suggested in the CTBS/4 Administrators Manual. When necessary to accommodate school building schedules, assessment sessions may be extended to include Friday morning. Monday assessment sessions are avoided.

In the Base Year study and each subsequent follow-up, students in each selected grade will take self-administered paper-and-pencil cognitive test batteries covering reading and mathematics. With the exception of the baseline assessment of first graders (which was carried out in the fall of the 1991-92 school year, student assessments will be conducted in the spring of each year.

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[1] Documentation of test battery design, the national norming procedures, and psychometric properties of the items are included in the following publications available from CTB Macmillan/McGraw-Hill of Monterey, California: *The Comprehensive Test of Basic Skills - 4th Edition: Preliminary Technical Data*, June, 1989; *The Comprehensive Test of Basic Skills - 4th Edition: Technical Bulletin 1*, December, 1989; *The Comprehensive Test of Basic Skills - 4th Edition: Norms Book, March through June*, 1989; and *The Comprehensive Test of Basic Skills - 4th Edition: Test Coordinator's Handbook*, 1990.

Exhibit B.8: CTBS/4 Complete Battery Reading and Mathematics Tests, Grade Spans, Levels, Items and Testing Times

Grade Spans	Level	N of Items	Testing Time
Reading:			
K.6 — 1.6	10	85	1:06
1.0 — 2.2	11	94	1:11
1.6 — 3.2	12	100	1:20
2.6 — 4.2	13	104	1:30
3.6 — 12.9	14 — 21/22	90	1:10
Mathematics:			
K.6 — 1.6	10	32	0:22
1.0 — 2.2	11	62	0:54
1.6 — 3.2	12	72	1:05
2.6 — 4.2	13	82	1:10
3.6 — 12.9	14 — 21/22	94	1:32

Note: Total testing time includes only actual working time, and does not include time for instructions, the 30 minute practice test given before actual testing begins, or breaks between subtests.

Assessment of Limited-English-Proficient Students

With the exception of students of Hispanic background who are considered proficient in the Spanish language, ***Prospects*** will not attempt to collect standardized test data from students classified as limited-English-proficient by their school staff. These students will be included in the cognitive assessments only when the school staff judge them to be sufficiently proficient in either English or Spanish that standardized testing procedures will yield valid, reliable scores. To support the research objectives of the supplementary study sponsored by the Office of Bilingual Education and Minority Language Affairs, a decision was made to assess Spanish-speaking students who were judged by their teachers as being LEP, but also as having adequate Spanish language listening and reading skills to be assessed with the Spanish Assessment of Basic Education (SABE) developed by CTB Macmillan/McGraw-Hill. This instrument is comparable in content coverage and structure to the CTBS series, and can be statistically equated to the CTBS/4 using a two-step crosswalk in which both the SABE and the CTBS/4 are related to the older CTBS Form U test battery.

Exhibit B.9: Spanish Assessment of Basic Education (SABE) Reading and Mathematics Tests, Grade Spans, Levels, Items and Testing Times

Grade Spans	Level	N of Items	Testing Time
Reading:			
1.0 — 1.9	1	80	65
1.6 — 2.9	2	88	63
2.6 — 3.9	3	84	62
3.6 — 8.9	4, 5, & 6	90	63
Mathematics:			
1.0 — 1.9	1	46	35
1.6 — 2.9	2	51	45
2.6 — 3.9	3	76	56
3.6 — 8.9	4, 5, & 6	85	64

Note: Total testing time includes only actual working time, and does not include time for instructions, the 30 minute practice test given before actual testing begins, or breaks between subtests.

No alternative assessment will be used in the ***Prospects*** study for LEP students who are not judged to have sufficient Spanish language skills to take the SABE or for LEP students whose native language is other than Spanish. Note, however, that these students will be included in the ***Prospects*** universe and sample, all other appropriate data collection activities (e.g., record abstracts, student profiles, parent and teacher questionnaires, etc.) will be carried out for these students. There are questions in these surveys that provide us information on student outcomes, such as grades, retest, teacher perception of the student's facility to read, write, and speak the language, etc. Spanish-speaking students who are initially assessed using the SABE, and all other children initially excluded from testing because of language proficiency limitations will be assessed using the English language CTBS/4 battery as soon as they are classified as non-LEP by their teachers and school administrators for purposes of participating in the regular school program. English proficiency level for each student initially classified as LEP for the 1991 baseline assessment will be reevaluated prior to each follow-up assessment and survey between the spring of 1992 and the spring of 1996.

10. Parent Questionnaire

One parent of each sample child will be surveyed annually. The parent questionnaires were directed to the parent or guardian who considers himself or herself to have the greatest involvement in the child's schooling. These same prior studies have also demonstrated that questionnaires can be delivered successfully to parents by having them carried home by the sampled students. Parents are asked to return the completed self-administered questionnaires to the contractor in postpaid envelopes, or to return them in sealed envelopes to the school with the child for pickup by survey representatives on scheduled survey days.

The parent questionnaire is 30 pages long and takes an average of 45 minutes to complete. Reading specialists assisted questionnaire developers to ensure that the questionnaire material did not require more than an eighth grade reading level. A combination of postcard prompts, telephone follow-up, and personal interview follow-up are necessary to achieve adequate response rates for parents. A Spanish language version of the parent questionnaire has been prepared and Spanish-speaking interviewers assist with telephone and personal follow-up. The parent questionnaire includes topics listed in Exhibit B.10 below.

Exhibit B.10: Parent Questionnaire

Section	Topics
About the Child	Demographic data, preschool and kindergarten attendance (type of school, hours per week attended, services, age), view of the child's qualities, and handicaps of child
The Child at Home	Family rules, educational activities with the child, classes out of school, how the child spends time after school, and who is home with the child and whether the child is home alone
The Child at School	Special and remedial programs, parent involvement in programs and evaluation of them, summer school, attendance (times late and missed school, unexcused absences), grade retention, transfer between schools in and out of district, and rating of child's ability, achievement and view of teacher ratings
Parent Contact with Child's School	Parent involvement in school (times and reasons contacted school, times visited school, participation in school events), and parent view of school (satisfaction with and rating of school)
The Child's Future	Parent educational expectations for child, and financial planning for future education
About the Parent and Family	Household composition, child's race and ethnicity, number of child's siblings and their school performance and status, languages spoken, parent and spouse educational level and occupation, parent and spouse race or ethnicity, marital status, income, and home environment and possessions

Information will be collected from parents in each follow-up survey. Although basic demographic and family history information needs only to be asked in the baseline year, other questions should be repeated in the follow-ups. Features of home environment, family composition, family health, financial condition, attitude toward and support of education may change over time and need to be measured repeatedly because of their potential impact on the child's educational experience and success. In addition, a family move to a new school attendance area or a change in the custodial parent may have an impact on the student's educational progress.

11. Student Record Abstract Form

The Student Record Abstract form is the primary means for recording information maintained at the school level about the range of educational services outside the regular program experienced by each student in each year of the study. This form is completed by trained contractor staff in consultation with the school administration or by school staff if required by the district. A substantial proportion of the records data are extracted from students' cumulative folders, however in many cases, program participation is determined by extracting data from rosters of participating students maintained by the school administrator or teacher responsible for program implementation. All records abstraction is carried out in strict compliance with Federal, State and local statutes, regulations and policies. Moreover, district and school policies concerning parental notification or permission are scrupulously observed. A portion of the abstract form includes personally identifying information used to track sample members who may move or change schools between survey waves. These data are separated from the rest of the form and are kept under tight security, in full compliance with the relevant provisions of PL 100-297 and the Family Education Rights and Privacy Act.

The Student Record Abstract form contains the following types of items:

Exhibit B.11: Student Record Abstract Form

Section	Topics
Identifying/Locating Information	Names, addresses, and telephone numbers of students' parents and/or guardians
Student Background Information	Basic demographic information, migrant student status, numbers of absences and late arrivals during current school year, and numbers of suspensions and expulsions
Educational Experiences	Attendance at Head Start, preschool, Kindergarten programs, grade retention, results of state competency exams given in current school year

(continued)

Exhibit B.11: Student Record Abstract Form (continued)

Section	Topics
Impairments & Disabilities	Existence of any of 12 impairment conditions during this school year or the prior school year
Chapter 1 Services	Participation or enrollment in any of nine types of services under the Chapter 1 program
Other Services	Student participation (including access to) a list of 19 Federal, State or local compensatory or educational support programs, including remedial academic services, ESL/Bilingual services, Special Education, Migrant Education, summer programs, nutrition programs, and counseling programs
Academic Grades	Overall average grades on academic subjects

12. Student Profile

The Student Profile form collects up to 66 ratings (depending upon student characteristics) from the teacher (usually the regular classroom teacher) who knows the student best. The Profile forms are organized so that each form collects rating data on up to 10 students, whose names are prerecorded onto the forms.

The topics covered in the Student Profile include teachers' assessments of the student's ability, achievement level (by subject), motivation to learn, student's self-image and psychological status, classroom deportment, attitudes towards school, self-esteem, maturity, independence, cooperativeness, health status, and such school-related behaviors as absenteeism, class cutting, cheating, and getting along with other students. This form also includes a detailed series on teachers' assessments of the students' language-minority or LEP status and their language skills in both English and their native language.

13. Survey Administration Forms (Student-Teacher Rosters & Survey Administration Schedules)

A variety of forms are used to organize and manage each annual survey/assessment session. These include the initial student roster, which typically identifies sampled students by name, sex, and birth date, and such classifications as Chapter 1 participant, language-minority or LEP, or disabled/impaired, the student-teacher roster, through which sampled students are linked to individual teachers and to specific classrooms taught by the teachers, administration schedules used by field staff to organize survey and assessment sessions and track student (in)eligibility (e.g., LEP, disabled or parent-refusal status) and participation in each session, and survey observation forms, on which information is recorded by data collection staff to indicate the assessment session for an individual student is not valid because of departures from required or appropriate practice (student arrived late, became ill, misbehaved, did not complete the session, etc.). Data from the survey administration forms are used primarily to supplement other primary sources for obtaining basic student data (e.g., birth date, sex), and to link students to teachers and classrooms. As indicated, they are also used to help determine the validity of the standardized assessment data for each individual participant.

Appendix C:

Tested Achievement in Reading and Mathematics

The Comprehensive Tests of Basic Skills, in its new or Fourth Edition (CTBS/4), was selected as the primary assessment instrument for measuring both status and gains in Reading and Mathematics. The CTBS/4 is a vertically equated test series that is designed to measure achievement in the basic skills as taught in the schools throughout the nation. Items for the CTBS/4 are organized by content areas that are reported to reflect the educational objectives that are commonly found in state and district curriculum guides and in major text books, basal series, and instructional programs. There are eleven overlapping levels in the CTBS/4 test series covering the following grade levels:

Level K =	K.0 - K.9	
Level 10 =	K.6 - 1.6	Used in fall of grade one
Level 11 =	1.0 - 2.2	Used in spring of grade one
Level 12 =	1.6 - 3.2	
Level 13 =	2.6 - 4.2	Used in spring of grade three
Level 14 =	3.6 - 5.2	Used in spring of grade four
Level 15 =	4.6 - 6.2	
Level 16 =	5.6 - 7.2	
Level 17/18 =	6.6 - 9.2	Used in spring of grade seven and grade eight
Level 19/20 =	8.6 -11.2	
Level 21/22 =	10.6 -12.9	

The above comparison of test levels and grades can be interpreted as follows: For example, form 15 is appropriate for students from the sixth month of grade four to the second month of grade six. All levels are put on the same **vertical** scale. This implies that if a student gets a scale score in mathematics of 400 on level 13, he or she would be considered to have comparable achievement to another student who had a similar score on the level 14 test battery.

The CTBS/4 comes in three different configurations. The three configurations share the same content areas but differ in amount of testing time required and in the number and type of scores that are reported. The "Survey" form is the shortest with respect to testing time and has about half the items as the other two configurations. The survey form provides only norm referenced information. Two parallel forms (denoted "A" and "B") measuring the same content with different items have been constructed for the Survey test. The "Benchmark" form is similar to the Survey form in that it too only provides normative information, but it is a longer and more reliable test. Alternate forms are not available for the Benchmark test. It, however, would be preferred to the Survey form if testing time was not considered critical and more accuracy in the norm referenced scores is needed. The "Complete Battery" form was designed to provide both norm referenced and criterion referenced scores that are tied to specific curriculum objectives. The Complete Battery test has two parallel forms. The complete battery was selected for the ***Prospects*** evaluation. The rationale for this choice will be developed in the next section.

Rationale for Selecting CTBS/4

Five primary criteria were used in the selection of an assessment instrument for the ***Prospects*** evaluation. They were (1) fairness, (2) availability of new forms and up to date norming samples, (3) psychometric soundness, (4) item coverage with respect to both content and process as specified by the more recent thinking by curricular experts, and (5) availability of both norm referenced and criterion referenced scores.

One alternative approach to the ***Prospects*** assessment would be to allow local districts to use their present assessment instruments as long as they yield nationally normed normal curve equivalent (NCE) scores. The NCE scale ranges from 1 to 99 within a particular school grade and is calculated such that it coincides with the national percentiles at 1, 50, and 99. In theory, scores based on different standardized tests could be equated based on their NCE's. This approach was rejected for two reasons. First, it would not provide an equal playing field for all program sites, since some sites have been using their present test batteries for some time, thus there could be the potential for "teaching to the test" at such sites. Other sites that have more recently adopted a relatively new test could be at a possible disadvantage when compared to sites that have been using the same test for some time.

Norming Samples. The second reason focuses on the assumption that NCE's based on different standardized tests are comparable. For this assumption to hold both the test specifications and the norming samples have to be essentially the same.

Tests built at the same time tend to have both comparable test specifications and norming samples. However, tests that have been on the market for some time may have somewhat different test specifications than more recently constructed tests since curricular changes and changes in emphasis are typically reflected in the latest test batteries. Similarly cohort differences in norming samples which in turn are likely to be reflected in somewhat different NCE score distributions are more likely to occur when two tests of different vintages are equated using the NCE scores.

The answer to these potential problems is to use the same test battery for all ***Prospects*** students, preferably one that is new and thus has recent norms. Even this approach leads to concerns about comparability of the original norming samples and the present ***Prospects*** sample, as noted in Part 1 of this report .

Recent developments (Lord & Novick,1968, Hambleton & Swaminathan, 1985)[1] in Item Response Theory (IRT) that incorporate item characteristic curves based on three parameter item models are particularly appropriate for building and vertically scaling test forms that must span a relatively lengthy period in a student's development as in the case of the ***Prospects*** study. Test batteries such as the CTBS/4 that make use of these recent psychometric developments in their vertical scaling procedures are preferable.

Item Coverage. Moreover, current thinking by prominent educators and curriculum specialists has emphasized the importance of both the teaching and assessing of problem-solving skills as opposed to emphasizing simple rote learning. The ***Prospects*** battery should be comprehensive enough to include reliable assessment of both knowledge bases as well as problem-solving applications.

Norm Referenced and Criterion Referenced Assessments. Along with the shift towards problem solving skills, there has been a renewed interest among both educators and psychometricians in furnishing not only normative information but criterion referenced information. Normative information tells us whether Johnny is doing better than Jane but tells us little about whether either of them is performing satisfactorily. Many recent large scale assessments, e.g., NAEP and NELS attempt to not only rank order individuals but also provide additional information on what tasks Johnny and Jane can do. The ***Prospects*** study was committed to finding a test battery that not only provides normative scores but also provides at least some criterion referenced information.

Summary. When the test publication literature was surveyed, only one test battery seemed to pass all of the above criteria. At the time of the inception of the ***Prospects*** study only the new CTBS/4 battery was:

- Sufficiently new to minimize potential bias due to some sites teaching to it. In addition, due to its recent development, it had quite recent norming information.
- Provided both normative and criterion referenced objective scores. Also, the estimation of the criterion referenced scores used up-to-date methods, incorporating Baysian methods and Item Response Theory techniques.
- Up to date in respect to test specifications in that it provided subscale scores on applications and problem-solving skills in addition to just scores on basic knowledge and skills.
- Psychometrically sophisticated in its use of the three parameter Item Response Theory model in estimating item parameters, ability scores, and vertically equating the across grade forms.

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[1] Frederic M. Lord and Melvin R. Novic, *Statistical Theories of Mental Test Scores*, Addison-Wesley Publishing Company, Inc., Reading, MA, 1968; Ronald K. Hambleton and Hariharan Swaminathan, *Item Response Theory, Principles and Applications*, Kluwer-Nijhoff Publishing, Boston, 1985.

Psychometric Properties

While the CTBS/4 test manual provides considerable documentation of the specific psychometric characteristics of the CTBS test, the question arises about how those characteristics generalized to the present ***Prospects*** sample. Below, we present documentation of the reliability, appropriateness of the item difficulties, and the relative speededness of the CTBS/4 forms as used with the ***Prospects*** sample. It is sufficient to note that the CTBS/4 forms that were used appear to be appropriate with respect to both item difficulty and testing time allocation for their respective grade cohorts. The reliabilities of virtually all subscales at all grade levels were of sufficient magnitude to provide the level of reliability necessary for carrying out a valid evaluation. Only for the fall administration to the beginning first graders did the item reliabilities fall slightly short of the averages observed for other times and cohorts. This outcome was not unexpected, however, and we remain confident that there is sufficient reliability in these results to permit the calculation change scores for scores aggregated for most of the subgroups of interest.

Tables 1 to 8 present the psychometric characteristics of the CTBS/4 test battery as used in the base year and first follow-up in the ***Prospects*** study. Table 1 presents the reliabilities, standard errors of measurement by selected subgroups for the base year and first follow-up for the first-grade cohort. Base year for the first-grade cohort refers to the testing at entry of the first grade in the fall. The first follow-up columns for the first grade refer to the spring testing at the end of the school year. For the other two cohorts-grade three and grade seven, the base year and first follow-up refer to spring to spring testings.

The reliabilities of the first grade base year test were not as high as one would like but were quite acceptable for a group administered test given to entry level first graders. After completing the first grade the student test scores showed quite marked improvements in reliability. As indicated above a different form of the CTBS was used at the completion of the first grade than was used at entry. With the exception of the seventh-grade cohort the use of different forms at base year and follow-up allowed us to more appropriately match the item difficulties to the students ability and at the same time minimize ceiling effects when measuring student gains.

Table 2 presents the average item difficulty (average of the proportions passing the items) and average item-total score biserial correlations for the base year and first follow-up forms for the first grade. In general, a finding of item difficulties in the .50 to .60 range suggest a relatively optimal match of test difficulty to a population ability. Similarly item-total score biserial correlations in the .50 and above range are considered quite satisfactory. It would appear that the forms selected for the first-grade cohort worked relatively well.

Table 3 through 5 present the reliabilities, average proportion correct, and percent reaching last item for the third-grade cohort. In general, the reliabilities are quite high for all the subscales with the possible exception of the vocabulary scale in the base year. At the first follow-up of the third graders all the subscales had quite high reliabilities. Similarly the average proportion correct and the average biserials were also very much on target for the grade level. Table 5 presents the proportion reaching the last item which is used as an indicator of speededness. This analysis was not done for the first grade since the first-grade youngsters are paced through the test and, thus, all students will attempt the last item. The first follow-up of the third grade is the first time that the test is administered using separately timed subsections.

A rule of thumb that is often used is that if more than 80 percent of the students reach the last item the test or subscale is not considered to be speeded. Only the vocabulary subscale showed any evidence for being speeded and even then the potential for some speededness only applied to two of the subgroups (Chapter 1 students and Hispanic students).

Tables 6 through 8 present the reliabilities, average proportion correct, and percent reaching the last item for the seventh-grade cohort. Inspection of these tables indicates that the seventh grade test was quite reliable and on target with respect to item difficulty. In addition there appears to be no speededness present in the seventh grade.

Table C.1: Reliabilities and Standard Errors of Measurement, by Subtest and Subgroup, and Totals for First Grade

	BASE YEAR		FIRST FOLLOW-UP	
Subgroup	r_{xx}	SEM	r_{xx}	SEM
	Reading Vocabulary			
	# of Items = 32		# of Items = 32	
Male	.75	2.21	.89	2.29
Female	.76	2.19	.89	2.27
Black	.71	2.26	.85	2.41
White	.75	2.11	.89	2.22
Hispanic	.77	2.23	.87	2.42
Chapter 1	.68	2.25	.85	2.37
Non-Chapter 1	.77	2.13	.90	2.19
TOTAL	.76	2.18	.89	2.29
	Reading Comprehension			
	# of Items = 28		# of Items = 34	
Male	.69	2.25	.85	2.43
Female	.71	2.24	.86	2.32
Black	.64	2.35	.82	2.49
White	.66	2.19	.85	2.30
Hispanic	.67	2.36	.83	2.55
Chapter 1	.63	2.35	.81	2.49
Non-Chapter 1	.70	2.21	.86	2.33
TOTAL	.70	2.25	.85	2.43
	Math Concepts and Applications			
	# of Items = 32		# of Items = 34	
Male	.81	1.96	.85	2.24
Female	.79	1.98	.84	2.19
Black	.78	2.13	.82	2.33
White	.77	1.90	.82	2.13
Hispanic	.78	2.09	.85	2.27
Chapter 1	.76	2.17	.82	2.32
Non-Chapter 1	.80	1.92	.85	2.14
TOTAL	.80	2.01	.85	2.18
	Word Analysis			
	# of Items = 25		# of Items = 28	
Male	.84	2.03	.86	2.00
Female	.84	1.96	.85	1.96
Black	.81	2.11	.83	2.11
White	.84	1.89	.85	1.86
Hispanic	.83	2.06	.85	2.08
Chapter 1	.81	2.16	.84	2.09
Non-Chapter 1	.84	1.94	.86	1.90
TOTAL	.84	2.00	.86	1.96

Table C.2: Average Proportion Correct and Average Biserial, by Subtest and Subgroup for First Grade

	BASE YEAR		FIRST FOLLOW-UP	
Subgroup	$\bar{p}$	$\overline{r\text{-BIS}}$	$\bar{p}$	$\overline{r\text{-BIS}}$
		Reading Vocabulary		
Male	.62	.51	.58	.63
Female	.63	.51	.62	.65
Black	.58	.46	.52	.55
White	.66	.49	.65	.66
Hispanic	.57	.49	.51	.58
Chapter 1	.57	.44	.52	.54
Non-Chapter 1	.65	.53	.64	.67
TOTAL	.62	.51	.60	.64
		Reading Comprehension		
Male	.59	.45	.64	.55
Female	.59	.45	.68	.58
Black	.53	.40	.60	.50
White	.63	.44	.71	.58
Hispanic	.53	.42	.59	.51
Chapter 1	.54	.40	.60	.48
Non-Chapter 1	.62	.46	.70	.59
TOTAL	.59	.45	.66	.56
		Mathematics Concepts and Applications		
Male	.69	.59	.68	.61
Female	.69	.57	.69	.61
Black	.62	.52	.60	.54
White	.73	.57	.73	.60
Hispanic	.65	.53	.64	.59
Chapter 1	.62	.50	.62	.55
Non-Chapter 1	.71	.59	.70	.62
TOTAL	.69	.58	.68	.61
		Word Analysis		
Male	.66	.62	.66	.65
Female	.69	.63	.68	.66
Black	.60	.55	.59	.59
White	.72	.65	.72	.66
Hispanic	.62	.60	.61	.62
Chapter 1	.59	.56	.60	.61
Non-Chapter 1	.70	.64	.69	.66
TOTAL	.67	.63	.67	.66

Table C3: Reliabilities and Standard Errors of Measurement, by Subtest and Subgroup, and Totals for Third Grade

	BASE YEAR		FIRST FOLLOW-UP	
Subgroup	r_{xx}	SEM	r_{xx}	SEM
	Reading Vocabulary			
	# of Items = 34		# of Items = 40	
Male	.84	2.35	.89	2.59
Female	.81	2.32	.89	2.50
Black	.80	2.45	.85	2.68
White	.79	2.36	.88	2.47
Hispanic	.81	2.45	.86	2.70
Chapter 1	.79	2.49	.83	2.71
Non-Chapter 1	.81	2.26	.88	2.49
TOTAL	.82	2.34	.89	2.55
	Reading Comprehension			
	# of Items = 40		# of Items = 50	
Male	.92	2.66	.94	2.96
Female	.91	2.62	.98	2.82
Black	.89	2.79	.92	3.09
White	.91	2.52	.94	2.68
Hispanic	.90	2.78	.93	3.00
Chapter 1	.88	2.83	.91	3.09
Non-Chapter 1	.91	2.55	.94	2.71
TOTAL	.91	2.64	.94	2.92
	Math Computation			
	# of Items = 38		# of Items = 44	
Male	.88	2.28	.91	2.73
Female	.87	2.24	.90	2.66
Black	.89	2.34	.91	2.68
White	.86	2.21	.90	2.68
Hispanic	.89	2.29	.90	2.79
Chapter 1	.88	2.37	.90	2.82
Non-Chapter 1	.87	2.22	.90	2.68
TOTAL	.88	2.26	.91	2.64
	Math Concepts and Applications			
	# of Items = 44		# of Items = 50	
Male	.89	2.75	.91	3.10
Female	.87	2.74	.90	3.03
Black	.85	2.85	.87	3.17
White	.87	2.66	.90	3.04
Hispanic	.86	2.82	.88	3.12
Chapter 1	.84	2.87	.85	3.18
Non-Chapter 1	.88	2.71	.90	3.07
TOTAL	.88	2.75	.91	2.99

Table C.4: Average Proportion Correct and Average Biserial, by Subtest and Subgroup for Third Grade

	BASE YEAR		FIRST FOLLOW-UP	
Subgroup	$\bar{p}$	$\overline{r}$-BIS	$\bar{p}$	$\overline{r}$-BIS
		Reading Vocabulary		
Male	.60	.56	.59	.56
Female	.62	.54	.61	.55
Black	.54	.49	.52	.47
White	.66	.56	.66	.57
Hispanic	.54	.50	.51	.48
Chapter 1	.52	.47	.49	.43
Non-Chapter 1	.65	.56	.65	.57
TOTAL	.61	.55	.60	.56
		Reading Comprehension		
Male	.61	.64	.60	.65
Female	.66	.62	.66	.66
Black	.54	.56	.52	.57
White	.70	.65	.70	.67
Hispanic	.54	.57	.53	.59
Chapter 1	.50	.54	.49	.54
Non-Chapter 1	.69	.64	.70	.67
TOTAL	.63	.63	.65	.65
		Math Computation		
Male	.71	.63	.63	.60
Female	.73	.61	.68	.59
Black	.67	.61	.60	.59
White	.75	.60	.69	.60
Hispanic	.70	.63	.62	.58
Chapter 1	.66	.60	.58	.58
Non-Chapter 1	.74	.62	.68	.59
TOTAL	.72	.62	.65	.60
		Math Concepts and Applications		
Male	.62	.55	.57	.56
Female	.63	.53	.57	.53
Black	.55	.48	.47	.47
White	.69	.54	.63	.55
Hispanic	.56	.50	.50	.48
Chapter 1	.53	.47	.46	.44
Non-Chapter 1	.65	.55	.61	.55
TOTAL	.62	.54	.57	.54

Table C.5: Percent Reaching Last Item by Subtest and Subgroup for Third Grade and First Follow-up

SUBGROUP	BASE YEAR	FIRST FOLLOW-UP
	Reading Vocabulary	
Male	.97	.82
Female	.97	.82
Black	.96	.81
White	.97	.85
Hispanic	.97	.77
Chapter 1	.97	.79
Non-Chapter 1	.97	.84
TOTAL	.97	.83
	Reading Comprehension	
Male	.95	.96
Female	.96	.97
Black	.96	.96
White	.95	.98
Hispanic	.94	.95
Chapter 1	.96	.95
Non-Chapter 1	.95	.97
TOTAL	.95	.97
	Math Computation	
Male	.97	.95
Female	.96	.93
Black	.97	.93
White	.97	.95
Hispanic	.97	.93
Chapter 1	.97	.92
Non-Chapter 1	.97	.95
TOTAL	.97	.94
	Math Concepts and Applications	
Male	.93	.94
Female	.92	.94
Black	.92	.94
White	.94	.94
Hispanic	.90	.93
Chapter 1	.92	.92
Non-Chapter 1	.93	.94
TOTAL	.92	.94

Table C.6: Reliabilities and Standard Errors of Measurement, by Subtest and Subgroup, and Totals for Seventh Grade

	BASE YEAR		FIRST FOLLOW-UP	
Subgroup	r_{xx}	SEM	r_{xx}	SEM
	Reading Vocabulary			
	# of Items = 40		# of Items = 40	
Male	.87	2.66	.89	2.71
Female	.85	2.68	.88	2.58
Black	.79	2.79	.84	2.76
White	.85	2.65	.88	2.58
Hispanic	.80	2.75	.84	2.76
Chapter 1	.81	2.83	.76	2.81
Non-Chapter 1	.85	2.70	.88	2.62
TOTAL	.86	2.66	.89	2.60
	Reading Comprehension			
	# of Items = 50		# of Items = 50	
Male	.92	2.88	.94	2.94
Female	.91	3.04	.93	2.96
Black	.88	3.12	.91	3.16
White	.92	2.95	.94	2.81
Hispanic	.88	3.19	.91	3.12
Chapter 1	.83	3.21	.84	3.23
Non-Chapter 1	.92	2.96	.94	2.83
TOTAL	.92	3.01	.94	2.89
	Math Computation			
	# of Items = 44		# of Items = 44	
Male	.90	2.80	.92	2.82
Female	.88	2.83	.92	2.70
Black	.84	2.86	.91	2.74
White	.90	2.76	.92	2.70
Hispanic	.86	2.79	.90	2.82
Chapter 1	.80	2.85	.87	2.82
Non-Chapter 1	.89	2.85	.92	2.72
TOTAL	.89	2.84	.92	2.78
	Math Concepts and Applications			
	# of Items = 50		# of Items = 50	
Male	.89	3.14	.91	3.09
Female	.88	3.11	.90	3.15
Black	.81	3.11	.86	3.17
White	.89	3.10	.91	3.04
Hispanic	.80	3.20	.85	3.15
Chapter 1	.71	3.10	.73	3.20
Non-Chapter 1	.89	3.07	.91	3.04
TOTAL	.89	3.07	.91	3.05

Table C.7: Average Proportion Correct and Average Biserial, by Subtest and Subgroup for Seventh Grade

	BASE YEAR		FIRST FOLLOW-UP	
Subgroup	$\bar{p}$	$\overline{r\text{-BIS}}$	$\bar{p}$	$\overline{r\text{-BIS}}$
		Reading Vocabulary		
Male	.52	.51	.55	.55
Female	.53	.49	.57	.55
Black	.43	.41	.46	.46
White	.57	.51	.62	.58
Hispanic	.44	.41	.47	.47
Chapter 1	.39	.35	.40	.38
Non-Chapter 1	.55	.50	.59	.57
TOTAL	.52	.50	.56	.56
		Reading Comprehension		
Male	.55	.57	.56	.63
Female	.60	.57	.63	.63
Black	.48	.47	.49	.54
White	.63	.59	.65	.66
Hispanic	.48	.48	.49	.53
Chapter 1	.43	.41	.41	.41
Non-Chapter 1	.61	.58	.63	.65
TOTAL	.57	.57	.59	.63
		Math Computation		
Male	.50	.56	.55	.62
Female	.54	.53	.61	.62
Black	.45	.47	.48	.57
White	.56	.56	.63	.63
Hispanic	.47	.48	.50	.56
Chapter 1	.41	.42	.39	.49
Non-Chapter 1	.54	.55	.60	.62
TOTAL	.52	.55	.58	.62
		Math Concepts and Applications		
Male	.48	.51	.52	.55
Female	.50	.49	.55	.54
Black	.40	.40	.43	.46
White	.54	.51	.58	.56
Hispanic	.40	.40	.44	.44
Chapter 1	.35	.33	.37	.32
Non-Chapter 1	.50	.50	.55	.55
TOTAL	.49	.50	.53	.55

Table C.8: Percentage Reaching Last Item by Subtest and Subgroup, for Seventh Grade and First Follow-Up

Subgroup	BASE YEAR	FIRST FOLLOW-UP
Reading Vocabulary		
Male	.89	.92
Female	.90	.94
Black	.82	.88
White	.93	.95
Hispanic	.87	.90
Chapter 1	.80	.82
Non-Chapter 1	.91	.95
TOTAL	.89	.93
Reading Comprehension		
Male	.96	.95
Female	.96	.97
Black	.94	.92
White	.97	.98
Hispanic	.96	.94
Chapter 1	.94	.87
Non-Chapter 1	.97	.98
TOTAL	.96	.96
Math Computation		
Male	.98	.96
Female	.98	.97
Black	.95	.92
White	.98	.98
Hispanic	.98	.95
Chapter 1	.97	.83
Non-Chapter 1	.98	.98
TOTAL	.98	.96
Math Concepts and Applications		
Male	.95	.95
Female	.94	.95
Black	.92	.91
White	.96	.96
Hispanic	.95	.94
Chapter 1	.94	.84
Non-Chapter 1	.95	.96
TOTAL	.95	.95

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